



2010 Self-Study

Prepared for
the Higher Learning
Commission of the
North Central Association
of Colleges and Schools

Comprehensive ▼ Innovative ▼ Excellent
OUR BRIDGE TO THE FUTURE



Indiana University
Purdue University
Fort Wayne

Institutional Self-Study

August 19, 2010

***In preparation for the 2010 accreditation visit
of The Higher Learning Commission of
The North Central Association of Colleges and Schools***

by

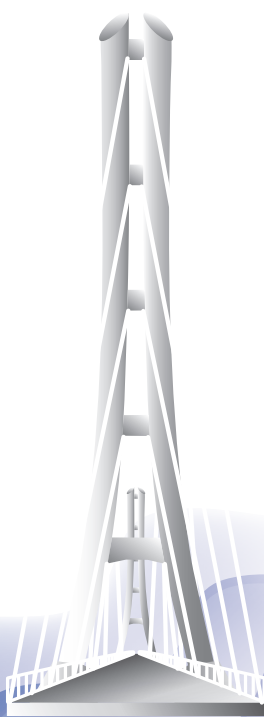
Indiana University–Purdue University Fort Wayne



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Introduction: Context of the Self-Study



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Indiana University–Purdue University Fort Wayne

Introduction: The Context of the Self-Study



I. Summary of Accreditation History

Indiana University–Purdue University Fort Wayne (IPFW) has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) since 1969, one year after the first offering of degrees by the campus. The initial accreditation was approved separately for the Indiana University and Purdue University campus organizations. The institution had held accreditation in earlier years through the general accreditations of Indiana University and Purdue University. A subsequent review in 1972 reaffirmed the IU and Purdue Fort Wayne accreditations and served as a catalyst for the further consolidation of campus programs and services into a single institution by action of the IU and Purdue Boards of Trustees in 1975. IPFW completed self-study reviews and received reaccreditation from HLC as a single institution in 1980, 1990, and 2000. The next comprehensive visit is scheduled for Nov. 13–15, 2010.

II. Purposes of the Report and Intended Audiences

The report is intended to provide a summary description and evaluation of the programs, services, and activities of the institution at the time of the self-study. The information in the report makes frequent reference to supplementary materials that have been assembled in the institutional Resource Room for examination by the visiting team. Certainly, the self-study report cannot address all of the wide variety of activities that have been completed, are underway, or are planned. Instead, it focuses on consideration of the institutional activities that demonstrate satisfaction of the various standards and criteria for HLC reaccreditation. Thus, the essential purpose of the report is to present IPFW's formal request for renewal of accreditation. In particular, the report demonstrates that IPFW has the ability to assess its effectiveness and plan for further improvements. The HLC expects the self-study process to identify areas of concern, and to develop plans for addressing them, as one of the ways that the institution demonstrates it can continue to be effective.

III. The Self-Study Process and the Report

The self-study for renewal of HLC accreditation began in 2008 with the identification of a self-study coordinator and preliminary planning for the self-study process. Then, the plan for the self-study was discussed with IPFW's institutional liaison at the HLC, and the plan was subsequently approved. Steering committee members were selected, appointed by the chancellor, and began regular meetings early in fall semester 2008. Criterion subcommittee members were identified shortly thereafter, and the subcommittees began their work in October 2008. Steering committee and subcommittee memberships are available in the Resource Room. A draft of the self-study was completed by the subcommittees in August 2009, was refined by the steering committee, and was widely circulated to all campus constituencies for review and revision in early 2010. The final document was completed during summer 2010.

This self-study report is the result of the completion of the self-study process. It includes information about the context of the self-study and demonstrates that IPFW fulfills the Criteria for Accreditation. Several key themes have emerged as the self-study has been developed. These include:

- The impact of a successful strategic planning process
- The impact of the Baccalaureate Framework, IPFW's recently developed set of learning outcomes
- IPFW's commitment to community engagement
- IPFW's commitment to student learning
- IPFW's commitment to assessment

A summary of the findings and the analysis of compliance with the criteria, along with conclusions reached during the self-study, are presented in Chapters One–Five. Information about compliance with federal regulations is presented in Chapter Six.

IV. Major Institutional Changes in the Last 10 Years

IPFW continues to evolve as an institution. After many years of offering courses at separate locations in Fort Wayne, Indiana University and Purdue University opened the combined campus of IPFW in 1964. As part of the Management Agreement, Indiana University and Purdue University were assigned specific academic, research, and public service missions in the operation of IPFW as mutually agreed upon and approved by the respective Boards of Trustees (the Management Agreement is available in the Resource Room). The 1970s were a time of rapid growth, accompanied by the formal merger of the campus administration in 1975. In the 1980s, an academic structure was created to emphasize relationships among departments rather than relationships of departments to Indiana or Purdue mission assignments.

A campus facilities master plan was completed in 1995 and updated in 2008. This update reflected the additional land area provided to IPFW by the State of Indiana. Several new buildings have been completed since the last North Central Association reaccreditation visit. The early 1990s saw the completion of the Visual Arts Building; the Ernest Williams Theatre; the Engineering, Technology, and Computer Science Building; and the Child Care Center. The Child Care Center has since closed, and an agreement to provide child care was reached with an external agency. The Science Building opened in 1998. In a most significant addition, Student Housing on the Waterfield Campus opened in fall 2004. Two more residential buildings were added in fall 2007, and in Phase 3, four more buildings will be added, which are expected to open in fall 2010. IPFW's newest buildings are the John and Ruth Rhinehart Music Center, which opened in fall 2007, and the Medical Education building which opened in spring 2009. A Student Services Complex is under construction and will expand and connect the Gates Sports Center, Walb Student Union, and Helmke Library. Plans for the construction of a new Alumni Center were also recently announced.

With all of the physical growth, it is important to note that the fall 2009 enrollment of 13,675 was the highest in the history of the campus. Currently, IPFW offers more than 200 Indiana University and Purdue University degrees and certificates.

Most significantly, IPFW has committed to a viable strategic planning process. The IPFW Strategic Plan, entitled *Strategies for Excellence*, was developed during the 2000–01 academic year. Originally conceived as a five-year plan, the plan was extended for a sixth year by the Purdue University Board of Trustees in order to accommodate a presidential transition. The plan was created with the guidance of a representative task force. The task force included faculty; administrators; and representatives from Administrative Staff Council, the Clerical and Service Staff Council, student government, and the Community Advisory Council. The plan was updated during the 2004–05 academic year to reflect emerging needs and priorities. This Strategic Plan had five goals:

Goal 1: Provide innovative, relevant, and rigorous academic programs.

Goal 2: Create an exceptional campus environment for a diverse community of learners.

Goal 3: Promote the scholarly and creative achievements of faculty, students, and staff.

Goal 4: Advance economic development and the quality of life in Fort Wayne and northeast Indiana.

Goal 5: Support the ongoing improvement of university operations.

This Strategic Plan guided actions in all areas of the university from 2000 to 2006. Some of the key outcomes of the plan are described below:

- The Discover IPFW capital campaign raised \$43 million, more than twice the \$20 million goal.
- Total student enrollment increased by 11 percent, while full-time enrollments increased by 34 percent. Minority student enrollments increased by 14 percent, and enrollments in distance education courses increased by 609 percent.
- 56 new faculty positions were created.
- The number of financial aid recipients grew by 58 percent, reflecting a \$3.9 million increase in university and private support for student scholarships.

- IPFW created a significant number of new academic programs including six new baccalaureate and six new master's programs. Each of these programs was developed in response to regional demand.
- The Fort Wayne Senate approved the Pedagogical Framework for the IPFW Baccalaureate Degree, more commonly known as the Baccalaureate Framework. The framework identifies six foundations of baccalaureate education that are expected to be incorporated in each bachelor's degree program.
- The Office of Graduate Studies was established to coordinate and promote graduate education at IPFW.
- The IPFW Student Housing complex opened in fall 2004 after years of planning and development. The demand has continued to grow, with two additional buildings completed to welcome students for fall 2007. A third phase is currently under construction, which will bring the total capacity to 1,204 students.
- Following the implementation of a learning communities program for first-year students, the Center for Academic Support and Advancement (CASA) sponsored a Foundations of Excellence study designed to review programs and services for first-year students at IPFW. The outcomes from that review included a partnership commitment between Academic Affairs and Student Affairs, the reorganization of academic support and advising, the formation of a First-Year Council, the adoption of a statement of institutional philosophy regarding the first-year experience, the revision of orientation to include institutional learning outcomes, the expansion of opportunities for first-year students to participate in learning communities, and the implementation of the MapWorks assessment program for first-year students. Other enhancements are currently under consideration.
- In 2001, the university began the transition process to offer an NCAA Division I athletics program. Originally competing as an independent, in 2006 IPFW was invited to become a member of the Mid-Continent Conference (since renamed the Summit League). The athletic program has enjoyed considerable academic and competitive success, with 14 of 16 teams achieving at least a 3.0 GPA for team averages for six consecutive years and both the men's and women's volleyball teams attaining national recognition.
- The Office of Research and External Support (ORES) was established to promote applications and provide support for faculty and staff seeking external funding of research projects and student service initiatives. These new services were a key factor in the growth of grant and contract funding from \$1.9 million in 2000–01 to \$5.2 million in 2006–07, an increase of 174 percent. In subsequent years, the total has hovered near the \$5 million mark.
- The Centers of Excellence program was established, and several new research centers were developed, bringing the campus total to 16. Many of the centers are linked to business, industry, and nonprofit organizations in northeast Indiana.
- The Crossroads program was established in 2005 as a partnership with Ivy Tech Community College-Northeast. This program is designed to help students avoid roadblocks when transferring from one institution to the other, and provides advising and scholarship opportunities. A comprehensive memorandum of understanding commits both institutions to cooperate across a range of academic services, student services, and administrative functions.
- IPFW's 40th anniversary celebrations took place throughout the 2004–05 year, beginning with the dedication of a bronze mastodon in the center of campus. A public art project, entitled Mastodons on Parade, placed more than 100 decorated mastodons throughout the community. The university donated all auction proceeds from the project to the United Way, raising more than \$200,000.
- The Northeast Indiana Area Health Education Center opened in 2005 on Fort Wayne's south side. The center serves 19 counties in northeast and east central Indiana to promote access to healthcare and to encourage students to pursue health careers.
- The grand opening of the IPFW Warsaw Center, located 40 miles from Fort Wayne in Warsaw, Ind., was held on Dec. 5, 2003. The new facilities support significant growth in enrollments and new opportunities for offering classes via two-way video connections.

- Groundbreaking for the Northeast Indiana Innovation Center (NIIC) took place in 2003. The center was designated as Indiana's fourth Certified Technology Park. The center nurtures technology businesses by developing the venture during start-up, early development, and the growth stages. The state has approved an appropriation to expand facilities at the site.
- The Small Business Development Center (SBDC) moved to the campus in 2003–04. The center is now managed through the Division of Continuing Studies and offers classes and consulting support to area small businesses.
- IPFW has become recognized as one of the universities most frequently chosen by “top 10” graduates of area high schools. IPFW has been selected as one of the top three choices during each of the past six years.
- The university and its partners have completed the construction of several major projects, including the Rhinehart Music Center, the IU School of Medicine–Fort Wayne Center, the Holiday Inn at IPFW and the Coliseum, Student Housing Phases I & II, the Hefner Soccer Support Facility, the Fort Wayne Public Television Center, the Venderly Family Bridge crossing the St. Joe River, and the Willis Family Bridge providing access to the Student Housing complex. Major renovation projects have included several buildings at the former site of the Fort Wayne State Developmental Center and the Hobson Center, which houses the Community Research Institute and the Small Business Development Center. Projects currently in process include the Student Services Complex and Phase III of Student Housing. Fundraising for a community enabling park on the west campus is ongoing.

Following the successful conclusion of the first strategic plan, the campus developed a new strategic plan to span the years 2008–14 (available in the Resource Room). The new strategic planning process identified a set of themes essential to the accomplishment of the university's mission. The following initiatives are framed as dimensions of the goals and strategic directions identified in the next section of the Strategic Plan:

1. *Increase enrollment, improve the academic qualifications of entering students, and increase graduation rates.*
2. *Foster a diverse, inclusive, multicultural, and international campus community.*
3. *Expand community partnerships to promote regional and institutional development.*
4. *Increase gift, grant, and contract funding of scholarships, research, and special university initiatives.*
5. *Expand and enhance sustainable physical facilities and grounds, including the ongoing development of Student Housing.*
6. *Continuously improve academic and administrative processes.*

The plan then identifies three major goals:

Goal 1: Foster Learning and Create Knowledge

Fostering learning and creating knowledge lie at the heart of the university's mission. Achieving the goal requires attracting and retaining a highly qualified faculty, providing support, regularly assessing and improving program quality, employing pedagogies that improve student learning, expanding academic support programs, and enhancing research and creative activity for faculty, staff, and students.

Goal 2: Develop Quality of Place and Experience

Quality of place is a view of the university campus as a community of learners connected by a commitment to academic achievement and shared values. It is enhanced through a philosophy of inclusion that recognizes the strengths inherent in the diversity of faculty, staff, and students. It is experienced through participation in programs and events important to members of the campus community.

Goal 3: Contribute to the Development of the Northeast Indiana Region

IPFW sponsors educational, cultural, and recreational opportunities for community audiences of all ages and engages in projects with regional businesses that improve their sustainability and competitiveness. Targeted

projects are built upon active communication with the community, an entrepreneurial spirit, and cooperative investments. IPFW seeks to provide intellectual leadership by stimulating debate, modeling diversity, and providing expertise to community partners.

Finally, IPFW has responded to a variety of external issues, including several initiatives driven by the Indiana Commission for Higher Education (ICHE) and the state legislature. As mandated by state law in 2005, IPFW developed 12 articulation agreements with Ivy Tech Community College and Vincennes University in key academic areas. Several other articulation agreements with Ivy Tech have been established as well. IPFW also cooperated in the development of the Core Transfer Library (CTL), establishing a set of 80 courses that transfer directly among the state-supported institutions. ICHE has also requested that most associate degree programs be moved from the four-year state-supported institutions to Ivy Tech. IPFW has responded by eliminating or phasing out 13 associate degree programs, including those in nursing, human services, and health information technology. ICHE has also pushed for placing limits on the number of developmental courses that can be offered at the four-year state-supported institutions, again intending to place primary responsibility for this function on Ivy Tech. IPFW has responded by eliminating its developmental reading course (ENG R150) and restructuring its Freshman Writing sequence to eliminate the developmental ENG W130.

V. Responses to the Last Comprehensive Visit

The comprehensive review of IPFW in 2000 identified the following areas of strength:

1. The university's new computerized registration system has greatly strengthened the university's enrollment management systems as well as the ability of faculty and staff to access important student information.
2. There is a clear commitment to supporting student success. The student services area is welcoming. Commitment to student success is also evident in academic affairs where the faculty and staff offer developmental classes and disciplinary support services.
3. All faculty, staff, and students praised the technology resources and support, including those provided by the library and the Learning Resource Center. The Information Technology staff is inclusive in planning, and the university is well equipped and has a three-year replacement plan for all computers.
4. The campus is attractive and well maintained, with several new state-of-the-art facilities. Regular maintenance is done on schedule and deferred maintenance needs are negligible.
5. The faculty are committed to excellence in teaching and have a strong record of scholarship.
6. There is a university-wide commitment to the initiative for better connections with community. This is exemplified in many departments; for example, the School of Visual and Performing Arts has a strong commitment to community involvement and programming.

While the review was overwhelmingly positive, it also identified several institutional challenges. IPFW's responses to these challenges are briefly described below, with additional information included in the relevant sections of this self-study report.

1. The university needs a comprehensive approach to strategic planning. Although many units have developed clear plans, these are not part of an overall process that provides for broad input from all constituencies. The current plan is a narrative vision of some campus issues, not an operative document.

As noted above, IPFW has developed strong strategic planning processes beginning in 2001 with the first *Strategies for Excellence* plan and continuing with its successor *Strategies for Excellence 2008–14*. The IPFW strategic planning process has been an impressive success, due largely to broad participation and systematic accountability.

2. The general education program is not clearly defined and not communicated as an integral part of the university mission. Efforts need to be made to formulate a more clearly defined statement of philosophy and objectives of general education, which needs to be articulated to all constituents. Objectives should be clearly measurable.

3. Assessment of student academic achievement in the general education component needs to be strengthened to include multiple measures of expected learning outcomes. The assessment should be used to improve the program including the periodic review of approved general education courses.

The institution's initial response to both of the above challenges was fully documented in the Report of Progress in General Education Assessment (available in the Resource Room) submitted to the HLC on June 25, 2004. The major activities described in that report are summarized here:

A. Strengthening the Campus Assessment Infrastructure

1. The Senate document about assessment was revised to reflect experiences with implementation of assessment, procedures of the Assessment Council, and an update of the plan for general education assessment. The document now provides a comprehensive description of current policies, procedures, and services as a baseline for the continued improvement of assessment at IPFW.
2. The Assessment Council membership was redefined and is now made up of faculty with significant responsibility for assessment in their academic units. Members review plans and act as assessment advisors, providing feedback and support to departments and programs. Importantly, the council is no longer chaired by an administrative appointee as it now elects its own chair from among the faculty representatives.
3. A director of assessment position was created in spring 2003 with responsibilities for coordinating, integrating, and promoting general education and program assessment activities.
4. Other institutional assessment processes and supports were established, including a year-long "Conversation on Quality" (COQ) initiative focused on assessment, the development of assessment mini-grant programs for faculty and departments, annual campus-wide assessment workshops, and support for faculty and staff assessment-related presentations and research.

B. Creating an Effective General Education Assessment Program/Process

1. General education assessment principles were developed.
2. General Education Area Assessment Subcommittees were appointed for each of the six general education areas. The subcommittees were charged to review learning objectives in the current general education program and design specific measures and rubrics for assessing program learning objectives.
3. An initiative was undertaken to promote general education awareness. This initiative included the publication of *FAQs Regarding Your Undergraduate Education at IPFW*, which is distributed to all incoming students, faculty, and advisors. In addition, the assessment and general education Web sites were launched in 2003 and are regularly updated. All relevant documents and policies on general education and assessment are on the sites, including the new *IPFW Assessment Handbook*.

Work has continued in these areas since the submission of the report, with several major accomplishments. Most importantly, the campus developed the Baccalaureate Framework to define the undergraduate academic experience at IPFW. The framework describes the skills and abilities that all bachelor's degree students at IPFW should attain. The framework, which was approved by the IPFW Senate in 2006, and its assessment are described fully in Chapter Four. The university is in the process of integrating each of the foundations into all program goals and other activities. Each program will evaluate its success achieving this integration as a key part of the program review process.

In 2008–09, the General Education Subcommittee initiated an assessment in Area VI capstone courses. To assess the Area VI courses, the subcommittee collected artifacts from the final course projects for analysis. The artifacts were analyzed against a rubric tied to the general education outcomes. Based on this review, the subcommittee recommended the following:

1. Every general education course must go through a reapplication process. Starting with Area VI, using a seven-year rotating schedule, each course will be required to be reapproved.
2. It is necessary to better communicate the program philosophy to the instructors and students.

3. Each individual area must undergo an assessment.
4. The General Education Program needs a program review to fully evaluate its effectiveness.
5. There will be the need to assess individual courses and course sections as part of the ongoing reapplication and assessment process.

The subcommittee, working with the assessment director, has laid out specific plans to address these issues. These processes commenced during 2009–10.

As yet another way for IPFW to achieve accountability, the university signed on as an early adopter of the Voluntary System of Accountability (VSA). The VSA serves as a uniform way for universities to demonstrate institutional accountability utilizing a series of five web reporting templates and test results. As required by VSA, IPFW is administering the Collegiate Assessment of Academic Proficiency (CAAP) assessment program to representative groups of freshmen and seniors during 2009–10. Results from CAAP will serve as one important data set to assess, evaluate, and enhance the IPFW General Education Program and the Baccalaureate Framework.

Finally, the 2000 North Central Reaccreditation team provided advice and suggestions in nine areas. Brief summaries of campus efforts in these areas are shown below, with additional information included in the relevant sections of this self-study report.

- 1. In conversations with students, it appears that while they find faculty advisors to be supportive and helpful, they are not always as knowledgeable and accessible as the advisors in Academic Counseling and Career Services (ACCS). The institution might consider expanding the role of ACCS to back up major advisors and to serve as resources to major advisors.*

In 2008, Academic Counseling and Career Services (ACCS) was divided into two offices, Career Services and the Mastodon Advising Center (MAC), to better focus its energy in these two key areas. To assure quality advising, several initiatives have been undertaken in recent years. These include the development of an online advisor manual (available in the Resource Room and at www.ipfw.edu/academics/advising/manual.shtml), inclusion of MAC in the new faculty orientation, a monthly series of advising lunch talks, and the inclusion of advising under the “Teaching” rather than “Service” section in the campus Promotion & Tenure documents. MAC also now includes faculty advisors in its own orientation for new professional advisors, and representatives regularly visit department meetings to keep communication channels open. In addition, members of the Academic Advising Council (AAC) are invited to staff development programs, and the AAC holds an annual retreat/training for advisors just before the academic year begins. Challenges remain, particularly in some of the highly technical areas (engineering, music, etc.), but work continues to address these concerns.

- 2. Although good progress has been made in the assessment of student outcomes, there will have to be continued attention in order to maintain the momentum and to improve institutional buy-in.*

IPFW has dedicated itself to develop a culture of assessment through its adoption of the Baccalaureate Framework, the creation of the Office of Assessment, and the realignment of its procedures and resources to support assessment activities. For a complete response, please see the response to Challenges 2 and 3 above.

- 3. While the university is to be commended on the institution of the Center for Enhancement of Learning and Teaching (CELT) and Distance Education Coordinating Committee (DECCO) and their grant opportunities for faculty to infuse technology into their classes, these programs should be continued and expanded. The realization that information technology is no longer an optional add on but a vital part of all academic disciplines should infuse academic planning.*

CELT and Information Technology Services (ITS) have continued to expand their programming and activities to support faculty use of technology in the learning process. All faculty are provided with Blackboard Vista

accounts, and approximately 60 percent of the faculty make regular use of the technology. Classrooms have been upgraded, and 80 percent of general-purpose classrooms are equipped with computers and other appropriate audio/visual equipment. CELT sponsors 25–30 well-attended teaching technology workshops each year, and ITS provides innumerable software workshops as well as individual consulting services. For several years, the Office of Academic Affairs offered Leading Educational Application and Design (LEAD) project grants to faculty members who created proposals for innovative applications of technology to enhance student learning. In 2007, the VCAA appointed a task force to examine the future of distance learning at IPFW, which was charged with developing a strategic plan for the role of distance/online education at IPFW and with developing a set of best practices for course design, faculty development, compensation, and budgeting practices. The task force made several recommendations (available in the Resource Room) and suggested two strategic directions for distance learning:

1. Develop a broad range of online offerings in general education and upper-division courses
2. Consider certificates that meet community/employer need

The task force recommendations are currently under review by the VCAA.

4. The ability to work in a multicultural environment is expected of college graduates. Each student's general education experience should include a diversity component.

Diversity components have been part of degree requirements in several academic units (including Arts and Sciences) for some time. In January 2007, the IPFW Senate passed legislation revising the *Principles of General Education* document to state in part that "...General Education requires that students consider the nature and diversity of individuals, cultures, and societies around the world." It further states that students should "...understand the traditions that have formed one's own and other cultures." The General Education Subcommittee will assess this diversity component as part of its ongoing review of the General Education Program.

In addition, the Campus Diversity Council has been restructured to involve more faculty. The council has created a program committee, which focuses some of its efforts on awarding summer grants to faculty for diversity course transformation. The committee gives priority to grant applications that affect large numbers of students, which should have a positive impact on the general education curriculum.

5. The university should have more effective approaches to communication between and among all constituencies.

IPFW has undertaken a number of initiatives to improve communication among and between all constituencies. The campus has strengthened its Community Advisory Council, and all colleges and schools now have their own community advisory groups. On campus, the chancellor meets regularly with the University Council to improve communication among all campus units. The chancellor also sponsors Chancellor Chats, providing opportunities for all members of the campus communities to voice their comments and concerns.

The major communication initiative in recent years has been the ongoing improvement of the IPFW Web site. The site has been targeted at primary constituencies, including prospective students, parents, community members, current students, faculty, and staff. The site provides all relevant information, as well as virtual tours and social networking opportunities. The new myIPFW portal provides another communication channel for students, faculty, and staff.

IPFW also takes advantage of two separate television outlets. The regional PBS affiliate, WFWA, is located on campus and produces *Discover IPFW*, a monthly program hosted by the chancellor and focused on activities on the campus. In 2009, the dean of the College of Visual and Performing Arts initiated a weekly program entitled *Arts Weekly* that is also broadcast on WFWA. In addition, IPFW operates College Access Television (CATV), a cable access channel on the major local cable systems, that provides higher education programming and educational opportunities for area residents. CATV produces a broad array of IPFW athletic and arts programming including coach interview programs and music department concerts.

The number of hard copy mailings and e-newsletters has also grown, targeting specific constituencies including alumni, regional employers, P-12 schools, community agencies, arts and athletic event audiences, and friends of IPFW.

6. Consideration should be given to coordinating/centralizing external relations functions: Alumni Relations, Development, Public Relations, and Publications.

Public Relations and Publications have merged as University Relations and Communications under a single director. Alumni Relations and Development remain separate, with clearly distinct missions. Each of these units reports directly to the chancellor, and all are represented on University Council. University Relations and Communications works closely with both other offices, with the director of URC serving as mentor for the new Alumni director and helping to coordinate Development and Alumni events.

7. To strengthen the Community Connections Program the university should consider:

- a. Initiating a capital campaign aimed at alumni and local constituents;*
- b. Placing greater emphasis on community service in promotion and tenure and in the reward system of Indiana University–Purdue University Fort Wayne, particularly the merit system;*
- c. Building stronger connections between the program and internships/cooperative learning programs; and*
- d. Conducting an external needs assessment of those community organizations with whom the university has the most contact.*

A. The Discover IPFW Capital Campaign raised \$43 million, clearly demonstrating the broad support IPFW enjoys in the region.

B. The Office of Academic Affairs, working with the Senate Faculty Affairs Committee, developed three statements focused on documenting and evaluating faculty work (available in the Resource Room):

- *Examples for Documenting and Evaluating Teaching*
- *Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor*
- *Examples for Documenting and Evaluating Faculty Service*

The purpose of these documents is to provide sample rubrics for documenting and evaluating faculty work in each of the three major areas, and offer a framework for departments, divisions, schools, and colleges to adapt the examples for their specific circumstances. Specifically, the documents include language to guide the inclusion of community-based research and service.

IPFW also initiated a special merit pay (bonus) program in 2004. Criteria for the award include advancing one or more of the IPFW Strategic Plan goals. Several awards have been granted in recognition of national, regional, or campus service activities. This program was suspended in 2008 due to budget limitations.

As an acknowledgment of the campus' regional mission, IPFW is currently preparing an application to be recognized by the Carnegie Foundation as an "Engaged University." The campus plans to submit its application to the foundation in fall 2010.

C. IPFW continues to expand its experiential learning program, placing a growing number of students in credit and noncredit internships, cooperative education positions, and service learning opportunities with area businesses and agencies. In 2006, the role of the Cooperative Education office was expanded to include academic internships and service learning. This office, renamed the Office of Academic Internships, Cooperative Education, and Service Learning (OACS), has diversified the co-op employer base, coordinated a very successful Lilly Foundation grant (placing 75 students in paid internships with high-tech start-up businesses), and received several grants from

Indiana Campus Compact (ICC) to expand and coordinate service-learning opportunities. An example is the ICC funded “Listening to Communities” program in partnership with the University of Saint Francis and the IPFW Division of Continuing Studies, which provides an opportunity to develop a network with regional nonprofit agencies, determining their needs, and linking those needs with student interns. Many other service-learning activities take place in academic units across campus.

The Office of Career Services coordinates noncredit internships, and has developed processes to track and assess those internships. The office has hired an internship coordinator who visits internship sites, prepares student/ employer contracts, and evaluates the success of the experiences. The office maintains an internship and job database (IPFW JobZone), and provides a connection to the Indiana Chamber of Commerce Indiana InternNet program. Area employers are regular participants in Career Services programs, including job and internship fairs, networking events, educational panels, and mock interviews. The office also coordinates the Job Location and Development (JLD) Program, which is partially funded by the U.S. Department of Education, to assist students in locating employment or paid internship positions during the academic year and summer.

D. The university continues to regularly assess needs across its service region. The university strategic planning process included key members of the public, including alumni, industry leaders, and agency representatives who provide educational placements for clinical practice, internships, service learning, and cooperative education. The campus and unit advisory boards provide a structure that supports effective communication and scans the dynamic needs of the community. In fall 2001 and spring 2002, the Office of Academic Affairs and the Division of Continuing Studies jointly conducted focus groups to identify area employers’ educational needs primarily for professional development and post-baccalaureate study. Twenty-nine regional organizations from the financial, manufacturing, health, and human services sectors participated and shared recommendations. Summaries emphasized interest in quality processes, leadership and management skills, communication, effective technology utilization for professional development, and graduate certificate development including alternative schedule and delivery methods. These groups provided feedback which helped to guide credit and noncredit program development. The Division of Continuing Studies also conducted multiple surveys to assess the educational needs of the Warsaw area, where it operates a learning site. Most recently, as part of the reaccreditation process, IPFW conducted the IPFW University Accreditation Survey of community leaders (see Chapter Five for full analysis). 88.5 percent of survey respondents said, “IPFW has made a conscientious effort to understand and assess the needs of its constituents and its communities.”

8. To complement plans for student housing, the university should continue to expand the number of scholarships aimed at attracting and retaining the region’s “best and brightest” students.

IPFW has seen a nearly \$3.9 million increase in university and private support for student scholarships over the past several years. This has resulted in a significant increase in the number of “best and brightest” students attending IPFW from regional high schools. IPFW has made several freshman scholarships available. The Chancellor’s Distinguished Scholarship will pay full tuition and the Chancellor’s Scholarship will pay partial tuition for academically qualified students. Both scholarships are renewable for four years. The IPFW Admissions office also provides 75 Chancellor Merit Awards that are available to students who are not legal residents of the State of Indiana.

In spring 2009, IPFW initiated its new Chapman Scholars Program, which provides high-achieving students the opportunity to study at IPFW and engage in an array of diverse community activities that enrich their university experience. On the campus and in the community, Chapman Scholars actively participate in challenging course work, experiential learning, leadership development, and civic engagement. Chapman Scholars receive tuition, fees, room and board, and textbooks for four years. Four Chapman Scholars are selected each year based on academic record and performance in the Chapman Scholars Competition.

9. The Division I athletic fundraising obligation is significant. The university may find it difficult to maintain current Annual Fund levels, particularly for academic scholarships, when fundraising is required to support athletic scholarships.

While the total athletic aid has increased significantly since IPFW began its participation in NCAA Division I, its percentage of the total IPFW scholarships has remained essentially unchanged (see Table I-1). Fundraising for general and athletic scholarships remains a high priority, as described in the Strategic Plan: “Expand financial aid programs that support the university’s goals for affordable access for all qualified students and increased regional educational attainment.”

Table I-1: Athletics Aid as a Part of IPFW Scholarships

Athletics Aid as a part of IPFW Scholarships	2002–03*	2007–08	% Change
University Scholarships	\$682,397	\$912,075	33.66%
Athletics Grants	\$812,963	\$1,591,702	95.79%
Institutional Fee Remissions	\$735,662	\$2,745,003	273.13%
Private Awards	\$1,579,438	\$1,901,543	20.39%
Total IPFW Scholarships	\$3,810,460	\$7,150,323	87.65%
Total Athletic Aid (EADA)	\$851,972	\$1,631,319	91.48%
Athletic Award %	22.36%	22.81%	2.01%

*First full year of NCAA Division I participation

VI. Conclusion and Request for Continued Accreditation

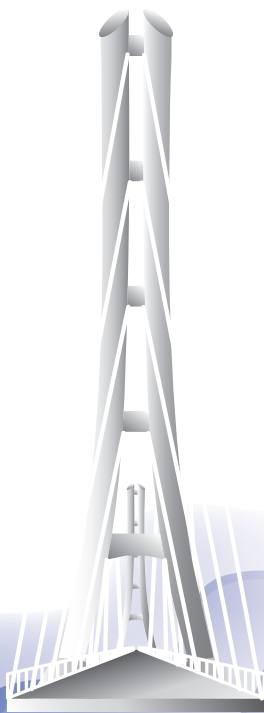
Accreditation ensures that academic institutions and programs meet established standards of educational quality. IPFW has been accredited continually since 1969. As part of the accreditation process, each 10 years IPFW has the opportunity to assess its programs and operations prior to review by the Higher Learning Commission of the North Central Association of Colleges and Schools.

This self-study report has been compiled in preparation for the commission’s consultant-evaluator team visit to IPFW, Nov. 15–17, 2010. The report represents more than two years of study, analysis, and reporting by more than 40 accreditation committee members, with the involvement and contributions of countless administrators, faculty, students, and staff throughout the university.

As evidenced by this report, IPFW continues to grow and evolve as an institution. Enrollments continue to increase and campus facilities continue to expand. As a distinctive and future-oriented organization, the campus has a clear sense of its mission and an excellent planning process to help move it forward. As a learning-focused and connected regional university, the campus understands its role as a provider of higher education to the area and works hard to develop and maintain strong links to regional industries, governments, agencies, and community development programs. IPFW has responded well to internal and external challenges, and has seriously considered and responded to the report of the 2000 North Central Association visiting team. Through an overview of the university and examples of its activities over the self-study period, this report indicates IPFW’s successful fulfillment of the criteria for accreditation.

With the submission of this institutional self-study report, Indiana University–Purdue University Fort Wayne formally requests continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Chapter 1: Mission and Integrity



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Indiana University–Purdue University Fort Wayne

CHAPTER 1

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

IPFW has established a mission statement through its strategic planning process, along with goals and strategies that identify the ways that the mission statement will be fulfilled. The planning process included faculty, staff, administration, representatives of the public and students, and the Purdue University Board of Trustees. The university's processes for pursuing strategic initiatives and reporting on the success of these initiatives serve to continue the involvement of all of these constituencies in the fulfillment of the mission.

The mission statement and related statements on diversity and integrity underlie the university's operations and are made public as the university's commitment to quality and integrity. They are supported through the university's governance and administrative structures, and they are reinforced through the annual reporting processes.

Chapter One will document IPFW's significant advances clarifying and advancing its mission over the past decade. Since the last self-study process for the Higher Learning Commission, IPFW has

- Established a mission statement in its Strategic Plan for 2001–06 (later extended to 2007)
- Revised its Diversity Statement in December 2000
- Published a Statement on Integrity in 2005
- Refined its mission statement in the Strategic Plan for 2008–14
- Made regular realignments of its administrative structures in order to more effectively accomplish its mission.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

IPFW was created in 1975 by action of the Indiana University and Purdue University Boards of Trustees as a merger of their respective extension campuses in Fort Wayne. The merger represented the culmination of a 20-year process, initiated by a group of Fort Wayne citizens who arranged for the purchase and construction of a shared campus that opened in 1964. The formal creation of a merged institution was encouraged by the 1972 NCA accreditation report (available in the Resource Room) that criticized the “cumbersome administrative relationship” and “restrictive mission assignments” of a joint university extension center. Each NCA review since has noted the continuing evolution of the institution as IPFW sought to establish its own identity distinct from Indiana and Purdue universities. The campus is managed by Purdue University under terms of a management agreement between the two universities that is renewed every five years.

IPFW established its first Strategic Plan in 1996. The plan included a mission statement with institutional goals and objectives, “current and continuous priorities,” and “longer-term objectives” that together guide program and allocation decisions.

The university participated in the Purdue University Strategic Planning process in the 2000–01 academic year, which led to approval by the Board of Trustees of *Strategies for Excellence: The IPFW Strategic Plan for 2001–06*. This plan included a new mission statement, vision and values statements, strategic goals, and related initiatives. This plan marked the first time that the Board of Trustees had given formal approval to a mission statement

for IPFW. The plan was later extended to include the 2006–07 academic year, and copies of the annual *Accomplishments Reports* are available in the Resource Room.

Again through participation in a Purdue University planning process, IPFW reviewed its progress under the 2001 plan, considered emerging needs and obligations, and developed *Strategies for Excellence: The IPFW Strategic Plan for 2008–14*. The trustees approved the plan in September 2008. Continuing the process established during the previous plan, annual accomplishments reports will be prepared and presented to the trustees and the campus community.

Intentionally, the plan is principled rather than prescriptive, providing a framework of institutional goals and priorities that are to guide the plans and actions of individual schools, departments, and offices. The plan does not assign specific responsibilities to specific offices; each campus unit, however, is expected to design its own goals and objectives in a manner that will contribute toward realizing the campus priorities. The Office of Institutional Research and Analysis prepares the annual *Accomplishments Reports* and compiles institutional metrics, peer-institution benchmarks, and investments in the various strategic initiatives. The Strategic Planning and Review Committee (SPARC) meets periodically to take stock of accomplishments and to update the plan. The deans have the responsibility for implementing the plan at the college and school level.

Strategies for Excellence: The IPFW Strategic Plan 2008–14 states the university's mission:

IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources.

The plan also includes statements of vision, values, shared initiatives, goals, and organizational priorities that were developed through a broadly based process that involved faculty, staff, students, and community partners. In turn, the mission and related statements define the university's programs, services, and activities that are provided to its constituencies.

The university's mission documents include several statements that supplement the mission, vision, values, and goals in the Strategic Plan. The IPFW Statement on Diversity and IPFW Statement on Civility address two important issues related to the accomplishment of the university mission. The university's mission and related statements are supplemented by actions taken by the IPFW Senate to define the goals for student learning. The IPFW Baccalaureate Framework (available in the Resource Room), adopted by the IPFW Senate in 2006, describes expectations for each student graduating from a baccalaureate degree program. Similarly, the IPFW General Education Program (available in the Resource Room) defines the general education requirements that must be met in each associate and baccalaureate degree program.

The mission and related statements also demonstrate a strong commitment to high quality in all of the university's endeavors through attention to standards for faculty and staff qualifications, programmatic accreditation, the program review processes, ongoing assessment of student learning, and meeting the needs of students through academic and personal support services.

The university makes the plan available to the public through its Web site and through distribution of copies of the plan to faculty, staff, and external constituencies. The importance of the plan is reinforced through the compilation and distribution of the annual *Accomplishments Reports* and through directions to the colleges, schools, and administrative units that their plans be consistent with the university's plan and be developed in a comparable format. The mission and related statements are also the basis for the "About the university" and "Baccalaureate Framework" sections in the introductory part of the *Undergraduate Bulletin* and *Graduate Bulletin* (available in the Resource Room and on the Web site at www.ipfw.edu/academics/bulletins/).

Core Component 1b: In its mission documents the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The university's mission statement includes an implicit commitment to support diversity through its efforts to "meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources." The university's values make a more explicit commitment to diversity through efforts to establish a campus environment that promotes "respect for diversity" and the shared initiative to "foster a diverse, inclusive, multicultural, and international campus community." Diversity is also an explicit dimension of the goals, strategic directions, and action priorities, including increasing faculty, staff, and student diversity, preparing students to work in a multicultural and global economy, expanding academic support for a diverse community of learners, and expanding the diversity of cultural, athletic, artistic, educational, and recreational programs for the community.

The IPFW Statement on Diversity provides additional evidence of the university's commitment to incorporating diversity in its programs, services, and activities:

Indiana University–Purdue University Fort Wayne is committed to creating an environment that enhances learning by recognizing the inherent worth of all individuals at the university. Diversity stimulates creativity, promotes the exchange of ideas, and enriches campus life. The term *diversity* encompasses differences of culture, background, and experience among individuals and groups. Such differences include, but are not necessarily limited to, differences of race, ethnicity, color, gender, sexual orientation, class, age, and disabilities, as well as political and religious affiliation, and socioeconomic status.

Similarly, the IPFW Statement on Civility provides a context for faculty, staff, and students to participate in the university community:

Indiana University–Purdue University Fort Wayne is committed to the goals and ethics of research, scholarship, and education. The foundation of academic pursuit is the process of free inquiry, in which individuals may openly explore and express ideas. Free inquiry requires an environment that encourages open investigation, as well as the educational growth and positive social development of individuals. Therefore, it is important to state explicitly the ethics that define our academic community. Prominent among the values that define the academic community is civility, which includes mutual respect, fairness, and politeness. Membership in any community requires a concern for the common good for all who belong to that community. Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the university.

Because it is not possible to establish a set of rules or guidelines that will address every issue of civility, all members of the academic community are called upon to promote and value this ethic of common respect and civility. Ultimately, such a community-wide concern will assure the continuation of a free and open exchange of ideas.

Finally, the preamble of the *IPFW Code of Student Rights, Responsibilities, and Conduct* states that:

IPFW regulations governing the actions of students are intended to enhance the values that must be maintained in the pursuit of IPFW's mission and goals. These values include freedom of inquiry, intellectual honesty, freedom for the open expression of ideas and opinions within limits that protect the rights of others, and respect for the views and the dignity of other persons. In exercising their rights, students must bear responsibility to act in accordance with local, state, and national laws and IPFW rules. No right should be construed as enabling students to infringe upon the individual rights of another member of the academic community.

The mission documents and related statements provide a basis for the university's efforts to promote diversity. Foremost among these strategies are the efforts of the Diversity Council and the Offices of Diversity and

Multicultural Affairs, International Student Services, and Services for Students with Disabilities. The university also maintains an Office of Affirmative Action/Equal Opportunity to address issues related to diversity.

The university's diversity efforts have led to significant gains in the diversity of both students and employees. Details are shown in Table 1-1 below.

Table 1-1: Diversity Data

Year	Category	Total Students/ Employees	Minority Students/ Employees	Minority Share
2000	Students	10,532	1,042	9.9%
	Regular Faculty	337	42	12.5%
	Administration	204	10	4.9%
	Clerical Staff	168	8	4.8%
	Service Staff	140	16	11.4%
	Total Staff	849	76	9.0%
2008	Students	12,338	1,401	11.4%
	Regular Faculty	393	71	18.1%
	Administration	313	33	10.5%
	Clerical Staff	199	19	9.5%
	Service Staff	199	28	14.1%
	Total Staff	1,104	151	13.7%

Diversity Council

The Diversity Council was created in 1994 to organize activities and initiatives in support of the IPFW diversity mission, which states that IPFW “seeks to demonstrate through curriculum, support systems, and policies that it values individual differences, strives to create and maintain a campus environment that welcomes diverse characteristics, backgrounds, and experiences, and to identify such diversity as a vital source of the intellectual, social, and personal growth essential to a university education.” The Diversity Council’s charge was redefined in 2003 as follows:

To monitor and report on progress toward all the diversity-related goals of the IPFW Strategic Plan, and to make recommendations for improvement. To this end, the council, with staff support through the chair and the new assessment director, will:

- develop, in collaboration with the responsible unit(s), a plan for coordinating and reporting on diversity-related activities that are intended to meet Strategic Plan goals;
- develop, in collaboration with the responsible units, a plan for monitoring and reporting on the progress of the various diversity-related initiatives that are part of the process of institutional transformation;
- publish an annual report on diversity activities/initiatives and their impact;
- make recommendations for how to increase impact (e.g., training, development, best practices, resource allocation);
- develop and administer an annual budget for funding new initiatives and projects; and
- develop criteria and priorities for funding

The first annual *Accomplishments Report*, for the 2004 calendar year, was published in 2005 (available in the Resource Room and on the university Web site at www.ipfw.edu/about/diversity/ipfw-diversity-2004.pdf). The

Diversity Council is also the sponsor of the Safe Zone initiative. Through this initiative, the Office of Diversity and Multicultural Affairs conducts workshops to promote Safe Zones, which are places where individuals can feel free to talk about being lesbian, gay, bisexual, or transgendered without fear of criticism or hatred. Faculty and staff occupying offices displaying a Safe Zone sign have completed the workshop and signed a pledge to be positive, supportive, and affirming to students, staff, and faculty who wish to talk about being gay, lesbian, bisexual, or transgendered.

Office of Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs (ODMA) (www.ipfw.edu/odma/) develops and enhances personal and academic successes of students by preparing them to excel in a diverse world. The office collaborates with campus and community partners to create and sustain a living, learning, and working community that is sensitive, inclusive, and responsive to diversity and the advancement of student and institutional success.

The office sponsors and supports a wide range of programs and services including:

- The Academic Student Achievement Program (ASAP!) — a student success initiative designed to retain a diverse group of students
- Diversity Showcase — an annual event highlighting diversity initiatives for faculty, staff, and students
- Great Men Great Women Annual Diversity Breakfast
- Perkins Support Program for disadvantaged students
- Student clubs and organizations, including Association of Burmese Students, Bangladesh Students Association, Black Collegian Caucus (BCC), Diversequality, Equal Rights Education Network (EREN), Hispanos Unidos, Indo-Pak Student Association, International Student Organization (ISO), Islamic Student Association, National Society of Black Engineers (NSBE), and United Native American Students (UNAS)
- The Safe Zone initiative

The Office of Diversity and Multicultural Affairs (ODMA) also oversees the regional office of the Twenty-first Century Scholars program. The program began in 1990 as a State of Indiana initiative to increase the educational aspirations of low- and moderate-income families. The program seeks to ensure that all Indiana families can afford a college education for their children. The program recruits income-eligible seventh- and eighth-grade students. The GEAR UP scholarship is a program designed to prepare Twenty-first Century Scholars to succeed in college. It is designed to pay for preparatory or required summer courses.

The ODMA has also been awarded U.S. Department of Education grants under the TRIO Program for Upward Bound I & II. The Upward Bound programs are designed to develop academic skills and provide guidance and tutoring for success beyond high school. The program includes a nine-month academic year component and a six-week summer academy. The summer academy provides an opportunity to live the college experience, with students enrolling in academic classes on IPFW's campus. Weekly trips and activities supplement the academic program and are designed to help participants gain a sense of independence, improve social interaction skills, and most importantly, lessen anxiety of the entire college experience.

The ODMA also sponsors the Summer Youth Initiative to introduce participants to college life. Participants work in teams with students who face the same concerns about their future and complete assignments that improve communication skills and support consideration of career options.

The ODMA also sponsors Envision a Bright Future, an outreach program designed in two parts. One part serves students who are in middle or high school. The other part helps adults with a high school diploma or GED. Both programs assist in the planning of a college education and the realization of personal potential.

International Student Services

The IPFW International Student Services office (ISS) (www.ipfw.edu/iss/) serves as the initial contact for all students from abroad and remains a point of reference and services. The office emphasizes creation of a welcoming environment that, in turn, builds trust and fosters personal and intellectual growth. The office also promotes cross-cultural awareness and seeks to build mutual respect by providing a venue for cultural, educational, and social events for students, faculty, and the community. Furthermore, ISS is responsible for international students' application/admission processing, immigration advising, social and cultural advising, and many other services.

Office of Services for Students with Disabilities

The mission of the Office of Services for Students with Disabilities (SSD) (www.ipfw.edu/ssd/) is to ensure equal access for students with disabilities at IPFW and to provide and/or coordinate support services and programs that enable students with disabilities to maximize their educational potential. The office provides free and appropriate academic aids and services including the use of accessible computers and assistive equipment, reader and sign interpreter services, special test proctoring services, academic support and counseling assistance specific to disability issues, and more. SSD also serves the campus community as an advocate/consultant resource on all disability-related issues.

Office of Affirmative Action/Equal Opportunity

IPFW is strongly committed to providing all students and employees with fair and equal treatment in a diverse and inclusive environment free of discrimination and harassment. The Office of Affirmative Action/Equal Opportunity (www.ipfw.edu/eoaa/) provides leadership to the IPFW community in upholding those practices and policies consistent with this commitment and with state and federal laws regarding equal access, equal employment, and educational opportunity for all persons regardless of age, race, religion, national origin or ancestry, color, gender, disability, sexual orientation, marital status, or parental status.

Academic Initiatives

The colleges, schools, divisions, and the Office of Academic Affairs have regularly undertaken projects to promote diversity in the curriculum. Various workshops and course transformation grants have been offered.

For example, the Richard T. Doermer School of Business and Management Sciences offers a unique “experiential learning” opportunity to work with regional firms that are investigating the possible entry into a foreign market, and to travel overseas as part of that learning. Students, working in teams, serve as consultants to the local firms and prepare and present detailed business plans that reflect an understanding of the cultural and business environment of the selected foreign markets.

The College of Arts and Sciences, in collaboration with the Diversity Council and the Office of Student Affairs, sponsors the lecture series “Native Tongues.” This series, composed entirely of Fort Wayne natives that now hold academic positions at universities across the country, addresses issues of race and race relations. It is designed to engage the IPFW community in matters of race, while showing minority students a pathway to professional success.

A third example is the Opportunity Banquet, sponsored for the past seven years by the Society of Women Engineers (SWE) and the Department of Engineering. This event serves many purposes. It is a networking event where students have the opportunity to interact with industry professionals, faculty members, and other students. It is a career fair where students meet with representatives of local industry and submit resumes. It is an educational event with well-known speakers, which have included astronaut Sally Ride and Hoot Gibson, MRI inventor Paul Lauterbur, local entrepreneur Don Willis, and aviator Margaret Ringenberg. Finally, the Opportunity Banquet serves as a fundraiser to help members of SWE attend their annual convention.

The campus has actively expanded its international programming. The university hosts the public meetings of many new immigrant communities and cultural groups' festivals, and cosponsors a Saturday Japanese School (see below). International programming has produced numerous public lecturers on campus from scholars from as far away as South Africa and from university professors who study international topics or areas, and even includes

innovative programs such as annual International Photography Contests. Many of these events air on IPFW's College Access Television, Channel 5, which makes them available for the broader Fort Wayne community to experience. There is never a shortage of noncredit learning available to IPFW students and lifelong learning opportunities for northeast Indiana citizens.

Japanese Saturday School

The Division of Continuing Studies and the Fort Wayne Allen County Economic Development Alliance cosponsored the establishment of a Japanese Saturday School in 2006 to meet the needs of the Japanese community in this region. The goals of the IPFW Japanese Saturday School (JSS) are to provide high-quality education to Japanese children in the Fort Wayne area who will return to Japan and to provide an educational support system for Japanese families. The program also offers American culture and English as a second language instruction to Japanese adults.

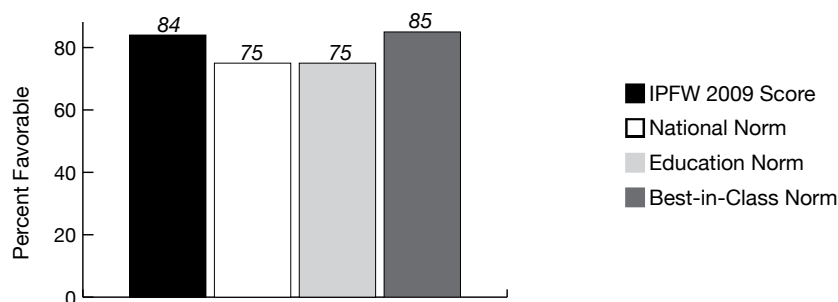
Employee Support Programs

The university has also recognized the diversity of its workforce through the development of the IPFW Supporting Parents of Infants and Preschoolers Program. The program has been developed as a method for welcoming new babies as members of the IPFW family and to provide ongoing support and education to parents as IPFW employees assume their most important role: their child's first teacher. The materials and education provided through the program support parents in guiding the development of their children and preparing them to be successful students. The program supports children from birth to age five since this is typically the time children enter school.

During the period March 16–April 3, 2009, regular nonfaculty benefitted staff participated in a survey entitled “UMatter@IPFW” designed to obtain information about working at IPFW. The survey was administered by HR Solutions Inc. Participants were asked about pay, benefits, working environment, training, career opportunities, policies, and more. The survey was completed by 505 employees, a 69 percent participation rate. Feedback sessions were held during June 2009, generating additional comments. Twenty-six percent of employees participated in these sessions. Based on the survey results, IPFW was recognized as a Best in Class Employer. According to HR Solutions, the overall satisfaction and employee engagement scores were within the top 10 percent of its normative database. This database includes responses from over 2.2 million employees in more than 2,100 organizations. Other survey highlights included an exceptionally high “Overall Satisfaction” rate (see Figure 1-1 below). IPFW also scored significantly above the national and educational norms in “Benefits Satisfaction” and “Physical Working Environment.” When closing each feedback session, the facilitator asked what employees liked most about their jobs and working at IPFW. The most frequent responses included the following types of comments:

- People
- University environment/atmosphere
- Benefits
- Stable organization/job security
- Students
- Beautiful campus
- Flexible schedules
- Job itself
- Reputation in the community

Figure 1-1: IPFW Staff Overall Job Satisfaction



The survey also identified three significant opportunities for improvement. These included orientation and training, inconsistently administered and difficult-to-understand Human Resources policies, and promotions and career advancement. Human Resources has responded to these issues by planning supervisory training, HR policies and procedures training, and an expansion of the Onboarding program to include in-department orientation development.

As further evidence of the positive perception of the university as a place to work, in 2004 IPFW was recognized by the *Fort Wayne Business Journal* as the #1 Best Place to Work in northeast Indiana. In its article recognizing that accomplishment, the journal stated, “Among the lists of benefits, programs, and facilities, a general feeling of energy and positive environment sets IPFW apart.”

Core Component 1c: Understanding and support for the mission pervade the institution.

Understanding and Support of the Mission

One of the key benefits of IPFW’s process for developing Strategic Plans has been that the plans included the institution’s mission statement, vision statement, values statement, strategic initiatives, and goals. As a result, the mission statement and related materials were considered throughout the development and review of the plan, and approval of the plan included approval of the mission statement and related materials.

Similarly, the annual report to the trustees on accomplishments under the Strategic Plan has served to reinforce the trustees’ support for the mission statement and related materials. These reports to the trustees have included robust discussion of accomplishments and challenges, and IPFW has been a leader among the Purdue University campuses in establishing targets and quantifying progress in those areas that lend themselves to quantitative evaluation.

Significant efforts are made regularly to reinforce understanding and promote support for the university’s mission statement and related materials. The annual report to the trustees is also presented to the faculty Senate, and copies are available in the Resource Room. A printed report titled *Accomplishments in Year ____*, with financial information and metrics, is also distributed to all members of the faculty and administration. All of these materials are also added to the IPFW Web site, and copies of the reports are available in the Resource Room.

The university also makes the mission statement and related materials available for students. In addition to the publication of the mission statement, related materials, and annual reports on the university Web site and in print, these materials are a key part of the university *Bulletin* (available in the Resource Room). The sections “About this *Bulletin*” and “About the University” are both based on the mission statement and related materials. Introductory material in the *IPFW Student Handbook Planner* is also consistent with the Strategic Plan and related materials.

The “UMatter@IPFW” employee survey mentioned above also asked several questions related to employee familiarity with and participation in the IPFW mission (see Table 1-2 below). Responses to these questions indicate that regular nonfaculty-benefitted staff generally understand and support the IPFW mission with

74 percent responding favorably to the following statement: “The organization makes it possible for employees to directly contribute to its success.” While there remains room for improvement, these results indicate that the campus has done a thorough job of communicating its mission to its employees.

Table 1-2: U_Matter@IPFW Strategy/Mission Question Results

<i>Item</i>	<i>Number Responding</i>	<i>Percent Favorable</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Percent Unfavorable</i>
Strategy/Mission								
This organization has realistic goals and objectives.	499	69%	15%	54%	19%	9%	3%	12%
The organization makes it possible for employees to directly contribute to its success.	499	74%	24%	49%	19%	6%	1%	7%
This organization has a clear sense of direction.	497	70%	16%	54%	20%	7%	3%	10%
Employees who work here understand the organization’s strategy and mission.	494	61%	12%	50%	28%	9%	2%	11%
I agree with the organization’s strategy and mission.	500	75%	19%	55%	21%	3%	1%	4%

Strategic Directions and Unit Goals

The role of the mission statement and related materials in setting institutional priorities is reinforced through the process used for developing annual reports from academic and administrative units throughout the university. These unit reports include unit mission statements, strategic plans, and accomplishments, and they are developed using the Strategic Plan goals as a framework. The process is most highly developed in the academic affairs area, and recent annual reports of the colleges, schools, and divisions are available in the Resource Room. Financial Affairs and Student Affairs units have used a less formal process to accomplish these same purposes.

Planning and Budgeting Priorities

The strategic directions established in the Strategic Plan and the unit plans become the broad areas for attention and investment designed to achieve the goals described in the plan. In turn, the investments made in the budget process are reported according to the goal areas of the Strategic Plan in the annual accomplishments reports. Comparisons to projections are also made in each area in order to demonstrate progress. These reports are then distributed as a means of demonstrating that the university is focusing on its stated priorities.

Core component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Institutional Governance and Administration

The Indiana Commission for Higher Education (ICHE) (www.che.in.gov/) is a 14-member public body created in 1971 to (a) define the educational missions of public colleges and universities, (b) plan and coordinate Indiana’s state-supported system of post-high school education, (c) review budget requests from public institutions and the State Student Assistance Commission, and (d) approve or disapprove for public institutions the establishment of new programs or expansion of campuses. The governor appoints 12 members, nine representing a congressional district

and three at-large members, to serve four-year terms. In addition, the 1990 legislature added a student and a faculty representative who are appointed by the governor for two-year terms. The commission is not a governing board; it is a coordinating agency that works closely with Indiana's public and independent colleges.

University Trustees

As the university's governing body, the Purdue University Board of Trustees has been charged by the Indiana General Assembly with a wide range of policy- and decision-making authority to carry out the programs and missions of the university. The board consists of 10 members appointed by the governor. Three of the 10 trustees, one of whom must be a graduate of the School of Agriculture, are selected by the Purdue Alumni Association. Among the seven other trustees, two must be involved in agricultural pursuits and one must be a full-time student. The student trustee serves a two-year term; other trustees serve three-year terms.

The Trustees of Indiana University have a parallel set of responsibilities. The number of trustees has been nine since 1975 when provisions were made for a full-time student to be appointed by the governor for a two-year term. Six trustees (including the student member) are appointed by the governor; three are elected by Indiana University alumni.

Trustee Policies and Practices

The Boards of Trustees of each university focus on major policy decisions that broadly support the achievement of the university's mission, including human resources policies, financial policies and budgets, facilities management, and approval of academic programs and structures.

The trustees also review administrative reports on accomplishments, including development, research, and athletics.

According to the provisions of the *IPFW Management Agreement*, most trustee policies affecting IPFW are Purdue University policies. Academic program approvals, faculty and academic administrator appointments and promotions in IU mission areas, and some related topics are administered according to IU policies.

Trustee Support of Administrative Leadership

The trustees of each university delegate administration of the university to the president. The trustees and presidents also work closely with the IPFW administration to better understand and address issues related to the fulfillment of the campus mission.

The Boards of Trustees, the organization's mission, and the ability of chief administrative personnel to exercise effective leadership are all interrelated. As IPFW has grown, both boards and presidents have given increasing authority to the chancellor and his staff regarding mission responsibilities. Examples of this include the approval of development of student housing, moving appropriate academic units from "schools" to "colleges," and the development of Division I athletic programs at IPFW.

University Administration

The *2008 IPFW Management and Academic Mission Agreement* was a renewal of the previous agreement and was approved by the trustees of both Indiana University and Purdue University. The agreement confirms the institutional academic mission assignments and identifies Purdue University as IPFW's fiscal agent. The chancellor, as the IPFW chief executive officer, is appointed by and reports to the Purdue president, who is to consult regularly with the Indiana president on major matters affecting the campus. The agreement is revised every five years and the current agreement continues until July 1, 2013. The current agreement is available in the Resource Room and on the IPFW Web site at www.ipfw.edu/senate/IPFW%20Management%20Agreement%202008.pdf.

IPFW Administration

The administration of IPFW is led by Chancellor Michael A. Wartell. Reporting to the chancellor are the Offices of the Vice Chancellor for Student Affairs (George McClellan), the Vice Chancellor for Academic Affairs (William

McKinney), the Vice Chancellor for Financial Affairs (Walter Branson), and the Associate Vice Chancellor for Enrollment Management (Mark Franke), as well as a small number of central administrative offices. The organizational structure defines the reporting lines for the academic schools, divisions, and departments and the administrative offices on the campus. It is available in the Resource Room and on the IPFW Web site at www.ipfw.edu/ir/org-chart/orgchart2009-10.pdf).

Chancellor's and vice chancellor's committees have been organized to address a range of topics, including academic advising; affirmative action; aging and the aged; people with disabilities; care, use, and housing of animals; biological hazards; communication; safety; diversity; enrollment management; faculty and staff orientation; HIV/AIDS; honorary degrees; human subjects; information technology; publications; radiological control, scholarships and financial aid; substance abuse; traffic appeals; and wellness. The complete list of committees is provided in the Resource Room.

The *Management and Academic Mission Agreement* also established the Community Advisory Council (CAC), with nine members serving three-year staggered terms. The presidents of Indiana and Purdue and the IPFW chancellor each appoint three members to the CAC. One member appointed by each president must be a trustee of that university. One of the chancellor's appointees must be an IPFW alumnus. The CAC meets periodically to perform its responsibilities under the agreement, and in consultation with the chancellor, to address questions relevant to the operation, future development, and budget requests of the IPFW campus.

Delegation of Authority

IPFW governance structures are outlined primarily in the organizational chart of the university and the *Constitution of the IPFW Senate* (available in the Resource Room and on the IPFW Web site at www.ipfw.edu/senate/Constitution.pdf).

Responsibilities are clearly delineated in these documents, and both administrators and faculty consistently support these documents. The IPFW Senate is composed primarily of elected faculty as are its committees and subcommittees. Yet administrators also serve on the Senate and many of its committees as fully participating members. This provides for a structurally appropriate means of not only delegating authority, but also allowing faculty and administrators to be informed and have input into current developments.

Faculty and Administrator Responsibilities

Faculty members within the governance structure are defined as those that hold academic rank. Administrators of academic programs hold academic appointments in their respective colleges, schools, and divisions. Nonacademic administrators have experience and academic credentials appropriate to their fields. The university emphasizes an integrative approach among its academic affairs objectives of teaching, learning, scholarship, and creative activities; its support for student success; and its support for community outreach, service, and development.

Faculty Responsibility for Curriculum and Academic Processes

According to the *Constitution of the IPFW Senate*, Article VII, "The Faculty shall govern itself through the Senate, which shall exercise the powers and responsibilities of the Voting Faculty."

The IPFW Senate is comprised of elected faculty members as well as the presidents of Indiana University and Purdue University, the IPFW chancellor, vice chancellor for academic affairs, vice chancellor for financial affairs, vice chancellor for student affairs, deans whose faculty make up more than 10 percent of the voting faculty, and the speakers of the faculty (one representing the Purdue faculty and one representing the IU faculty). The Senate is currently comprised of 55 members, with eight of those coming from the top administrative positions within the university.

The IPFW Senate recommends policies regarding admissions, student guidelines, the library, promotion and tenure, academic regulations, academic organizations, facilities, staffing, and the election of academic officers. It determines the academic calendar, class scheduling, and athletic policy. The Senate's power to review and approve academic

degrees; to develop curriculum, instructional and examination procedures, and undergraduate degree requirements; and to nominate candidates for these degrees has been delegated to the school and division faculties, and the power to develop course content and new courses has been delegated to the academic departments.

Curriculum changes originate at the department and division/school/college levels before being approved by the vice chancellor of academic affairs, with consultation among the campuses in the Indiana University and Purdue University systems. New programs originate at the department and college levels before being approved by the IPFW Senate, the vice chancellor for academic affairs, and the president and trustees of the appropriate university.

Communication Channels

In addition to the communication processes facilitated through the IPFW Senate, which include faculty convocations and the distribution of agendas and minutes, the university has several ways that it communicates governance processes and activities. The chancellor convenes a regular meeting of the University Council that consists of the vice chancellors, deans, IPFW Senate leadership, and representatives from academic support departments such as enrollment management, admissions, student affairs, financial aid, public relations, and campus safety. Two other committees focus on campus issues relevant to administrative, clerical, and service staff: the Clerical and Service Staff Advisory Committee and the Administrative and Professional Staff Advisory Committee. Communications with external stakeholders are enabled through the IPFW Community Advisory Committee and the Alumni Board of Directors. Special purpose committees are formed to focus on matters not normally within the governance structure, such as diversity initiatives. The Indiana-Purdue Student Government Association and the independently operated campus newspaper, *The Communicator*, facilitate communications with students.

Announcements are disseminated online through the myIPFW Web portal, the *Inside IPFW* electronic newsletter, and a series of bulletin boards available through the campus e-mail system. Social media, including Facebook, YouTube, and Twitter, provide other venues for communication. Various college, school, department, and administrative office newsletters are also published.

Review of Structures and Processes

Both administrative and Senate structures are designed to regularly monitor and adjust organizational structures and processes. The administrative practice of regularly evaluating administrators also monitors structural factors that may impact performance. These reviews often lead to organizational changes such as the creation of the School of Health and Human Services, the division of Enrollment Management, the Mastodon Advising Center, and the consolidation of Publications into University Relations and Communications. Reviews of progress under the Strategic Plan may also lead to changes in the university's structure, with the best example being the decision to create the Office of Research and External Support in 2002 and then establish the Office of University Engagement in 2006.

Similarly, it is the responsibility of the IPFW Senate's Executive Committee to continually evaluate the Senate's organizational structure. This committee is currently examining the Senate Committee structure in an effort to reduce complexity and simplify procedures. A proposal to reduce the number of Senate committees and reassign responsibilities is being developed.

Core Component 1e: The organization upholds and protects its integrity.

IPFW adheres to an overarching IPFW Statement of Integrity that applies to all faculty, staff, and students. This statement is available in the Resource Room and published on the Web at www.ipfw.edu/about/integrity.shtml. The statement is available to both the IPFW community and the public at large. Purdue University has several system-wide policies relating to ethical behavior that pertain to IPFW, including statements on conflicts of interest and academic integrity. In addition, many academic units have ethical statements related to their specific disciplines and accreditation standards.

Upholding Student Integrity

Upholding the integrity of the relationship of students to the university is a central focus of all principles and practices at IPFW. To ensure that all stakeholders are aware of the policies covering this aspect of the university's mission, IPFW's policies that pertain to student rights and responsibilities are included in the student handbook/planner that is widely distributed to faculty, staff, students, and other members of the university community. All such policies are also posted to IPFW's Web site in the *Bulletin* (<http://bulletin.ipfw.edu/content.php?catoid=8&navoid=232>). These policies govern all aspects of the student's university life including academics, athletics, extracurricular activities, financial aid, and housing.

The handbook also includes the IPFW Code of Student Rights, Responsibilities, and Conduct, which outlines the rights and responsibilities of students at IPFW. The code is available in the Resource Room and on the IPFW Web site at www.ipfw.edu/academics/regulations/code/. Specific sections of this policy include statements pertaining to: 1) the individual rights and responsibilities of citizens; 2) the individual rights and responsibilities of students; 3) the rights and responsibilities that accrue to students through their involvement in student groups, student organizations, and campus activities; 4) a summary statement of student rights and responsibilities; 5) a process for amending the policy; and 6) definitions that outline the scope of IPFW's authority to establish, amend, and enforce the regulations.

The handbook also includes a description of the campus judicial system and an outline of the policies that are applied to the operation of various student organizations. Detailed sections include: 1) the grade appeals policy; 2) a description of the *American with Disabilities Act* (ADA); 3) ethical guidelines for computer users; 4) regulations for the use of facilities; 5) HIV/AIDS guidelines for students and employees; 6) the campus posting policy; 7) the antiharassment policy; 8) the drug and alcohol policy; and 9) the smoking and tobacco use policy. In addition, because Purdue University is the management agent for IPFW, the policies of Purdue University that apply to the resolution of discrimination and harassment concerns are published in the handbook.

The handbook details various policies that are invoked when questions arise involving actions that may cause a student to be subject to disciplinary action (i.e., academic misconduct, personal misconduct, and other student conduct issues). Disciplinary procedures and safeguards that affect students who are deemed to be in violation of student rules of conduct are outlined, along with the Campus Appeals Board process.

The code section of the handbook contains the policies regarding students with mental disorders and student complaint procedures, and a statement that establishes that Purdue University is responsible for the implementation of all policies related to student matters while noting that all such policies must be consistent with the policies of both Purdue University and Indiana University.

Formal student complaints are heard according to the terms of the student code by the Campus Appeals Board. Other student complaints may be addressed by academic and administrative offices. Numbers of recent complaints are shown in the following table. The complete log of student complaints for 2007–10 is available in the Resource Room.

Table 1-3: Informal and Formal Student Complaints, 2007–10

Type of Complaint	2007–08	2008–09	2009–10
Informal	9	39	19
Formal	0	3	1

Integrity in the operation of student organizations and other cocurricular activities is maintained through the fiscal control systems of the university. Management and expenditure of funds, travel regulations, and student housing regulations are examples of these systems to maintain integrity in operations.

Integrity in Curriculum and Instruction

The integrity of IPFW's academic processes regarding curriculum and instruction is safeguarded through various measures. Each department monitors its own programs through an academic affairs committee or similar body, with such monitoring being subject to review by the relevant college/school/division and the Office of the Vice Chancellor for Academic Affairs. Departments document their ongoing work through an annual reporting process and also describe their program effectiveness through annual assessment reports. All academic programs undergo a thorough program review process every seven years (or more frequently depending on external accreditation). The university encourages departments to seek programmatic accreditation when this is available. New degree programs are subject to review through the administrative structure of the university, by the president and trustees, and by the Indiana Commission on Higher Education. Before teaching graduate courses, instructors must be admitted to the graduate faculty of either Purdue University or Indiana University. Contracts are developed with external organizations for the use of their facilities as clinical or internship sites.

Integrity in Business and Fiscal Affairs

Financial Management. IPFW's financial management is vested in Purdue University. Purdue's financial statements include information from IPFW as well as Purdue's other campuses. IPFW's funds are accounted for separately from other Purdue funds, and the campus budget is developed and controlled locally. The IPFW vice chancellor for financial affairs reports both to the chancellor of IPFW and to the treasurer of Purdue.

The IPFW comptroller's office is responsible for assuring that financial transactions comply with Purdue's policies and processes. Close coordination with Purdue's centralized accounting staff is maintained. Internal reporting comes from the Purdue financial system.

The comptroller's office has placed business managers in the major academic and administrative units to assist in business processes and ensure compliance with business policies. The business managers assist their respective deans or directors in developing and maintaining unit budgets, purchasing goods and services, and hiring and paying employees.

Internal Audit. IPFW's internal auditing function is performed by the Internal Audit Office of Purdue University. This office works with the Indiana State Board of Accounts to provide audit reports required by federal and state law. It also performs specialized audits of university offices and processes to test internal controls against loss and fraud. These audit reports frequently make management suggestions for internal control improvements.

Any audit report that contains findings receives a formal response from the IPFW vice chancellor for financial affairs. The response includes remediation steps to be taken and process changes to be made to prevent reoccurrence. Audit findings that reach a level of materiality are quite rare. The federal A-133 audit, for example, has not reported a finding against IPFW during the last seven years.

Internal Audit maintains a fraud reporting hotline with an option for anonymous reporting. IPFW also complies with Purdue University's Policy X.1.2, "Protection against Reprisal for Good Faith Disclosures (Whistleblower Protection)." The policy is available at http://www.purdue.edu/policies/pages/ethics/x_1_2_print.shtml.

Human Resources and Affirmative Action. IPFW maintains a Human Resources office and a separate Affirmative Action office. Both offices assist supervisors throughout the hiring process so that all relevant university and governmental guidelines are followed. Both offices also assist in addressing concerns and complaints. The university has faculty and staff grievance policies through which concerns can be addressed. Numbers of grievances considered in recent years are shown in the table below.

Table 1-4: Faculty and Staff Grievances, 2007–10

Type of Complaint	2007–08	2008–09	2009–10
Antiharassment (formal and informal)	5	13	1
Antidiscrimination (formal and informal)	0	2	1
Antiharassment and antidiscrimination (formal and informal)	4	0	0
IU Faculty Board of Review	1	1	1
Purdue Grievance Procedure for Academic Personnel	0	1	1
Grievance Procedure for Clerical and Service Staff	0	0	1
Grievance Procedure for Administrative and Professional Staff	0	0	0

Computing and Data Integrity

Fort Wayne Senate Document 91-5 (available in the Resource Room and at www.ipfw.edu/senate/document/SD91-5.html) establishes Ethical Guidelines for Computer Use at IPFW. This document addresses issues such as personal or inappropriate use of computing facilities, intellectual property rights, access to computing resources, and confidentiality. The IPFW Code of Student Rights, Responsibilities, and Conduct interprets this policy statement as it pertains to students.

IPFW works diligently to ensure compliance with federal and state data privacy laws including the *Family Educational Rights and Privacy Act* (FERPA), the *Health Insurance Portability and Accountability Act* (HIPAA), the *Gramm-Leach-Bliley Act* (GLB), the *USA Patriot Act*, the Red Flag Rules issued by the Federal Trade Commission, and various Indiana state laws relating to data privacy and protection. Information Technology Services has made substantial investments in implementing an advanced technology security infrastructure designed to safeguard stored information from unauthorized access. In addition, IPFW's electronic commerce transactions are secured by a vendor-provided solution (TouchNet Information Systems) that has the highest level of voluntary certification under the Payment Card Industry Payment Application-Data Security Standard (PCI PA-DSS).

All nonfaculty university employees who are granted access to student records are required to sign a statement acknowledging and agreeing to IPFW's policies on student data security and privacy. Training in appropriate student data access and use is provided by the registrar's office.

Helmke Library Privacy Policy

The Helmke Library recognizes that privacy in the use of library resources and services and confidentiality of library records is crucial to the freedom of inquiry. The American Library Association defines privacy in a library (physical or virtual) as the unrestricted access to information without having the subject of one's interest examined or scrutinized by others. Confidentiality exists when a library is in possession of personally identifiable information about users and keeps that information private on their behalf.

The Helmke Library Privacy Policy complies with the American Library Association's Code of Ethics (www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm), which states, "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted."

The library's policy establishes guidelines for the collection, retention, and protection of personally identifiable information contained in library records or accessible within the library or through its computer, and is available in the Resource Room and on the library's Web site at www.lib.ipfw.edu/1158.0.html.

Integrity in Community Engagement and Image

IPFW is extensively engaged in the northeast Indiana community as the region's only public university. IPFW's image is valuable to the university as a statement of its role as a partner in the region's development. University Relations and Communications (URC) works with all university offices to ensure that IPFW's message is delivered in a clear, consistent, and accurate manner. URC has developed a key theme, "Access to Excellence," and five key messages, which state that IPFW offers:

- Access to Excellent Education
- Internationally Recognized Degrees
- More Opportunities
- A Unique Experience
- Access to Success

Departments are asked to use these messages in their publications, on their Web sites, during seminars, etc. General messages are provided that encompass the university as a whole. Departments are encouraged to craft the message to meet their own needs.

The Office of Development works with organizations and individuals that wish to donate funds for use by IPFW and to ensure subsequent compliance with donor directives. When the donated funds are for student scholarships, the Office of Financial Aid administers all scholarships in accordance with donor intent.

Integrity in Intercollegiate Athletics

The IPFW intercollegiate athletic program was accepted into the National Collegiate Athletic Association's Division I on Aug. 22, 2002. In 2004 a self-study was completed and the NCAA certified IPFW with no findings. Since that time the NCAA has imposed no penalties or sanctions on IPFW for major rules violations.

IPFW student athletes consistently maintain a semester grade-point average above that of the student body at large. For fall 2008 this was 3.1 on a 4.0 scale. Student athletes on 14 of 16 teams have achieved at least a 3.0 GPA for team averages for six consecutive years. All IPFW teams have academic progress rates in excess of the NCAA required minimum.

An assistant athletic director for compliance monitors all athletic staff and students for compliance with NCAA and IPFW guidelines. This position reports to the chancellor to establish an appropriate level of independence from the athletics administration. In accordance with IPFW Senate Policy, a faculty athletic representative (FAR) is appointed by the chancellor. The duties of the FAR include promoting academic integrity in intercollegiate athletics, facilitating the integration of athletics and academics, and promoting institutional control of athletics on the campus. The Senate's authority for athletic programs is exercised through the Subcommittee on Athletics, which consists of eight voting faculty members, the faculty athletic representative (ex officio), one IPFW alumnus/alumna, an administrative/professional staff member, two students, the NCAA compliance coordinator (ex officio, nonvoting), the senior women's athletic administrator (nonvoting), and the administrator of athletic programs (nonvoting).

Integrity in Environmental Health and Safety

Environment health and safety is continually monitored by the staff in Radiological and Environmental Management (REM). In addition to ensuring compliance with university and governmental regulations, the staff serves as an informational and training resource to other university departments in the areas of hazardous materials management, occupational safety, and industrial hygiene.

It is the policy of IPFW to integrate environmental health and safety into all operations. IPFW faculty, staff, and students comply with all applicable environmental health and safety (EHS) laws, policies, procedures, and instructions. The OSHA compliance officer is responsible for and authorized to develop and implement EHS

programs and coordinate and monitor compliance. The university OSHA officer is also authorized to certify a safety program. The Integrated Safety Plan (ISP) is the safety program developed to provide a structure for all campus units to cooperate with the university OSHA officer. The ISP assists in communication of EHS issues across the organization and calls for departmental-level safety committees and individual self-audits.

Implementing the ISP in each unit begins with a safety committee that serves as a source of safety information for staff and requires the support of directors, deans, and administrators. Committees meet regularly to provide an opportunity for self-evaluation as well as time to discuss emerging safety issues and accident trends. All appropriate IPFW units have implemented or are in the process of implementing the ISP. The ISP program is fully described at www.purdue.edu/rem/home/files/ispinfo.htm

Integrity in University Operations

The university maintains compliance with state and federal regulations, including those related to administration of financial aid programs. The university was recertified for participation in federal financial aid programs in 2009. Efforts to implement regulations related to the *Higher Education Opportunity Act of 2008* are underway and are described in more detail in the Federal Compliance section (Chapter Six) of this self-study report.

Summary

Strengths

- The university has developed a strong, publicly accepted mission statement and related documents that have been recognized by its constituencies. The university is widely recognized as a mature, comprehensive, public regional university that offers high-quality certificate and degree programs, is active in research and creative endeavor, and supports the development of the northeast Indiana region.
- The university's efforts in support of diversity have increased the diversity of the student body, faculty, and staff.
- The university has an effective record of addressing new opportunities and reorganizing its administrative and academic structures to improve effectiveness.
- Support for regional economic development has been recognized in the mission documents as an increasingly important function for the university, and the response has been effective, with establishment of the Office of University Engagement and of the Centers of Excellence programs. This emphasis has also been made clear through IPFW's partnership and hosting agreements with the Small Business Development Center (SBDC) and the Northeast Indiana Innovation Center (NIIC).

Challenges and Opportunities

- Achievement of the initiatives in the new Strategic Plan will be made more difficult as a result of current constraints on incremental state funding, student tuition and fees, grant and contract awards, and fundraising.
- With growing diversity in the university's northeast Indiana service area, continuing efforts to promote diversity will be required in order to maintain the university's recent record of reflecting area diversity in both students and workforce.
- The university's administrative processes for the organization and administration of graduate programs are still somewhat fragmented due to the complex administrative arrangements in this area with Indiana University and Purdue University.

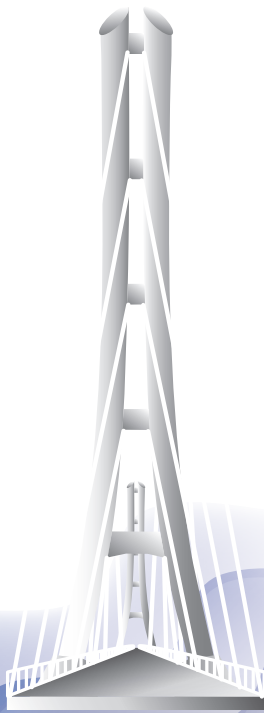
Conclusion

IPFW has revised its mission to make clear that the campus exists to meet the higher education needs of northeast Indiana by offering a broad range of high-quality undergraduate, graduate, and continuing education programs designed to meet regional needs. The mission also commits the campus to support excellence in teaching and learning; to advance and share knowledge through research and creative endeavor; and to work with the community to develop intellectual, cultural, economic, and human resources. This mission is indicative of IPFW's future orientation, which is further evidenced by the very successful strategic planning process. The mission, values statement, and strategic plan were all developed with broad input from all constituencies, and are woven into the fabric of the institution. The same constituencies remain involved in the implementation of the strategic plan. These same statements also make it clear that IPFW is a connected and learning-focused organization, as it dedicates its energy and resources to meeting the higher education needs of northeast Indiana. IPFW is a focused university that operates with integrity and is committed to the fulfillment of its mission.

The IPFW mission documents demonstrate that the university has publicly defined its mission through a process that involved the board, administration, faculty, staff, and students. The university has demonstrated significant strengths in this process and recognizes that it has both challenges and opportunities in the fulfillment of the mission.

The university recognizes that, in spite of its successes, it faces continuing challenges. Budget constraints may make it difficult to achieve all of the initiatives in the new Strategic Plan. The university further recognizes the ongoing challenges of meeting its diversity goals, both for reaching a more diverse student population and for meeting its hiring goals for faculty and staff. As a distinctive organization, IPFW is an evolving and maturing institution and these challenges, along with many others, are recognized, planned for, and addressed.

Chapter 2: Preparing for the Future



Comprehensive ▼ Innovative ▼ Excellent
OUR BRIDGE TO THE FUTURE



Indiana University–Purdue University Fort Wayne

CHAPTER 2

Criterion 2: Preparing for the Future



The organization's allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

Indiana University–Purdue University Fort Wayne (IPFW) has been designated by the Carnegie Commission as a comprehensive Master's/Medium university in recognition of the institution's size and scope of degree programs. The Indiana Commission for Higher Education (ICHE) classifies IPFW as a public regional university responsible for providing higher education to 11 counties in northeast Indiana.

Chapter Two will provide evidence that IPFW's faculty and staff resources, faculty and staff development programs, general facilities, library facilities, information technology assets, and financial resources and budget processes support its educational programs and plans for strengthening them in the future. The Indiana/Purdue partnership that created IPFW sustains a tradition of excellence and serves as the foundation for the university's role as the largest provider of university-level programs in the area. IPFW offers approximately 200 Indiana University and Purdue University degree and certificate programs. IPFW is recognized by its accrediting agencies and other peer evaluators as a mature institution with an excellent faculty and staff. IPFW graduates compare favorably with graduates of other universities on national exams, on acceptance to graduate and professional schools, and in their chosen fields of employment. Faculty productivity and student involvement in research and creative endeavor have brought recognition to the campus. Academic support programs maintain a high level of service to students, faculty, and staff. A wide array of programs has also been established to provide personal support services. Support for faculty development in both teaching and research expanded dramatically in recent years. Significant growth in campus facilities has contributed to improvement of academic programs and community service in several disciplines. Partnerships with the community include shared professorships, endowed professorships funded by regional industry, funding from partner agencies for numerous IPFW programs and facilities, research studies undertaken at the request of community agencies, and concurrent dual enrollment programs as well as other collaborations with area schools on grant-funded projects.

The ways in which IPFW's ongoing evaluation and assessment efforts demonstrate institutional effectiveness and in turn inform strategies for continuous improvement will also be addressed in this chapter. Specifically, the areas of faculty and academic review, academic program assessment, academic program review, and administrative and support service review will be discussed. Information on data sources, internal communication, and oversight will also be shared.

Chapter Two will demonstrate that IPFW realistically prepares for a future shaped by societal and economic trends and that planning at all levels within the institution align with IPFW's mission in ways that help assure the university's ability to fulfill its mission. The unique Indiana/Purdue partnership provides services and linkages that support IPFW's efforts to develop distinctive programs and practices and achieve national recognition for responsiveness to emerging needs in northeast Indiana.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

A key tenet of IPFW's planning is recognizing and preparing for future trends in the economic, educational, and societal climates. IPFW keeps abreast of these issues through its own channels (i.e., the Community Research Institute) and through active participation in regional, state, and national organizations. These organizations include economic development agencies such as the Fort Wayne-Allen County Economic Alliance, the Greater Fort Wayne Chamber of Commerce, and the Northeast Indiana Regional Partnership, as well as educational organizations such as the Association of American Colleges and Universities (AAC&U), the American Association of State Colleges and Universities (AASCU), and the Council of Graduate Schools (CGS). Some of the key regional and national trends IPFW is responding to are the following:

- Northeast Indiana continues to have an economy highly dependent on manufacturing. The future of the region depends on improving the education and skills of its populace to support both the historical economic clusters (advanced manufacturing; communications and defense contracting; financial services; life and materials sciences; and transportation, distributions, and logistics), as well as emerging information and service industries. Graduate-level education will play an increasingly large role in helping the population develop these skills.
- IPFW recognizes that future economic prosperity and growth is dependent upon the development of new businesses. Developing entrepreneurship is a key focus of many IPFW educational and community service programs.
- IPFW recognizes the growing diversity within its service area and strives to respond to that change. The population of Allen County is more racially and ethnically diverse than in past decades. More than 13,000 of Allen County's 350,000 residents are foreign-born. Hispanics now represent approximately 4.2 percent of the population, up from less than 2 percent just 10 years ago. The number of Asians has increased by nearly 2,100 over the same time period and African Americans are now over 11 percent of the total population.
- IPFW's student demographics are also changing, with total minority student enrollment reaching 17.2 percent in 2009. The period between 2005 and 2009 has also seen a 20 percent increase in the number of nonresident students and a decrease in the average undergraduate student age from 25 to 24.
- There is significant evidence pointing to the fact that IPFW students are following nontraditional paths to their degrees. Students are not only transferring credits between institutions, they are also stopping out and returning. An ever-increasing number of students are taking courses offered via distance education, offered either by IPFW or another institution. Many students are also entering college with dual-credit courses offered through their high schools.
- At the urging of the Indiana Commission for Higher Education (ICHE), Indiana has recently created its first community college system. As this new community college system matures, it is crucial for IPFW to be prepared to serve the growing number of students with associate degrees or community college credit. This transition also means that IPFW will move forward toward the elimination of its associate degree programs and place an increased emphasis upon its baccalaureate and graduate programs.

Another important challenge for IPFW is responding to the Indiana Commission for Higher Education's new vision for higher education in Indiana. In 2007, ICHE unanimously adopted *Reaching Higher: Strategic Directions for Higher Education in Indiana* (available for review in the Resource Room) as its plan for the future of higher education. *Reaching Higher* provides a comprehensive look at the future of postsecondary education in Indiana and desired outcomes for the system by outlining a series of recommendations in the areas of access, affordability, student success, college preparation, and contributions to Indiana's economy. The plan's goals and key metrics are described below:

Table 2-1: ICHE Reaching Higher Goals and Metrics

Indiana's system of postsecondary education will promote:		
ACCESS	Offer quality education to Hoosiers — in a variety of desired formats, locations, and times.	<i>Indiana must aspire to lead the nation (Top 5) in the college-going rate of its recent high school graduates and make substantial progress (Top 10) in the number of adult, minority, and low-income students successfully pursuing a postsecondary education by 2012. (ICHE, Indiana's colleges and universities, Indiana's Education Roundtable, Indiana Department of Education, Indiana's high schools)</i>
AFFORDABILITY	Ensure that all academically qualified Indiana residents are able to study at the postsecondary level irrespective of their financial circumstances.	<i>Indiana must aspire to increase its commitment to need-based financial aid and be a national leader in having a coordinated, transparent and easy-to-access financial aid process for all students by 2009. (ICHE, State Student Assistance Commission of Indiana, Indiana's colleges and universities)</i>
STUDENT SUCCESS	Prepare all students with the knowledge, skills, and credentials necessary to succeed in the workplace, in the community, in further education, in living enriched lives, and in being globally competent citizens.	<i>Indiana must aspire to dramatically improve the number and timeliness of college graduates and become a national leader (Top 10) in retention at each grade level, on-time graduation rates, reportable three-year (associate-degree level) and six-year (baccalaureate-degree level) graduation rates, and particularly in graduating at-risk and underrepresented students in higher education (achieve Top 10 status) by 2012. (ICHE, Indiana's colleges and universities)</i>
COLLEGE PREPARATION	Contribute to ensuring that all recent high school graduates are prepared to immediately start, and succeed in, college-level courses.	<i>Indiana must aspire to dramatically decrease the need for remedial education offerings for recent high school graduates at the college level by 2012 and increase the number of college-ready graduating high school seniors to reflect at least 80 percent of the graduating class by 2012. (Indiana's Education Roundtable, Indiana Department of Education, Indiana's high schools, Indiana's colleges and universities, ICHE)</i>

CONTRIBUTIONS TO INDIANA'S ECONOMY

Contribute to a dynamic, cutting-edge economy by collaborating with government and business to create a well-prepared, world-class workforce; to advance human knowledge; to enrich the culture; and to improve the quality of life of Indiana and its residents through high-quality research and creative activity, which, where appropriate, will be supported by an increasing level of external funding.

Indiana must aspire to rapidly implement or expand programs that respond to critical state and regional workforce needs and be among the top Midwestern states in both total and federal research and development expenditures per capita by 2012. (Indiana's colleges and universities, ICHE, Indiana Department of Workforce Development)

All of the above describe key trends and challenges facing the university during the coming years. This chapter will describe many of IPFW's important responses.

Given the current economic climate in northeast Indiana, it is imperative that the university realistically prepare for the future societal and economic trends it will face. The establishment of Ivy Tech Community College of Indiana has led to increases in the number of articulation agreements with IPFW bachelor's degree programs but has also led to continuing efforts to limit IPFW's historic role in providing associate degree programs. In a wider context, higher education itself is changing rapidly: the emergence of new media and networking services in technology, increasing numbers of for-profit educational institutions, increased competition among institutions, and increased expectations of accountability from stakeholders and state and federal governments are among the factors that characterize the higher education climate today. Finally, IPFW itself is also changing, with increasing numbers of full-time students, growing demand for Student Housing, expansion of graduate program offerings, rapid growth of distance education course offerings, broader support for the athletics program, and higher expectations for the university to be a partner in the economic and cultural development of Fort Wayne and the surrounding area.

Since its last accreditation self-study in 1999, the university has engaged in evaluation and planning processes that position it for continued success in a future shaped by multiple and diverse societal and economic opportunities and challenges. Central to this process is the university's Strategic Plan that sets flexible yet achievable goals to address these trends, as well as the continuous evaluation of the plan, which allows for adjustments of goals in the face of change.

Strategic Planning

In their last report, NCA site visitors observed that IPFW needed to develop "a comprehensive approach to strategic planning," stating that "although many units have developed clear plans, these are not part of an overall process that provides for broad input from all constituencies. The current plan is a narrative vision of some campus issues, not an operative document" (p. 50–51, 59 of HLC report, available in the Resource Room). The site visitors also emphasized that strategic planning should be an ongoing, dynamic process.

The evaluation and planning activities undertaken by IPFW in the intervening years reflect the university's concern with and interest in addressing strategic planning. To that end, IPFW developed a strategic plan for 2001–07 and is currently operating under the strategic plan of 2008–14. Further, IPFW has embraced NCA's recommendations that the planning process be ongoing and dynamic through the Strategic Planning and Review Council (SPARC). SPARC's membership consists of internal stakeholders from the campus's faculty, staff, students, a community representative, and the administration. The council is charged with coordinating and implementing the IPFW Strategic Plan, continuously reviewing the institutional change metrics and benchmarks tied directly to Strategic Plan goals and strategies, updating strategic planning goals and strategies in response to

analyses, and preparing and presenting an annual Strategic Planning and Institutional Improvement Report for university-wide and public dissemination.

Formal planning for the development of IPFW's current Strategic Plan began with the announcement of a "Next Big Thing" planning conference in April 2005. The conference was widely advertised and attracted faculty, staff, and students. SPARC members compiled recommendations from the conference discussions, and SPARC Cluster Committees were formed to develop the ideas.

The Cluster Committee reports were submitted in February 2006, and SPARC members discussed the ideas and themes during the remainder of the spring 2006 semester. A subcommittee was formed to work during the summer to organize the materials and refine the themes. At the same time, Purdue University launched a formal review of the Strategic Plan at each campus and also extended the time frame covered by the old plans to include 2007–08.

The planning process for the 2008–14 Strategic Plan concluded in May 2008, with the release of the draft plan for review by the university community and stakeholders. Two campus forums were held, along with a public forum, and comments were also solicited on the university's Web site. The release of the draft plan attracted significant media coverage, including both Fort Wayne newspapers, *Inside Indiana Business*, and various radio stations.

SPARC members met in June 2008 to consider final comments about the draft plan. The plan document was adopted, and a presentation for the Purdue Board of Trustees was prepared. The trustees approved the plan at their September 2008 meeting. Following the meeting, copies of the plan were distributed broadly across the campus and published on the university's Web site.

The current plan was developed as the successor to the IPFW Strategic Plan for 2001–07 and as a component of the Purdue University strategic planning process. IPFW achieved a broad range of accomplishments through the 2001 plan, including the development of new facilities and new programs, the opening of a Student Housing complex, and the movement of the IPFW Mastodons to a Division I athletic conference. The new plan refines IPFW's mission, vision, and values. The process of developing IPFW's next Strategic Plan has also led to the identification of a series of shared initiatives, strategic goals, strategic directions, and action priorities as the most promising approach for building on current strengths, meeting current and anticipated challenges, and expanding the university's contributions to northeast Indiana.

IPFW is proud of its current Strategic Plan. The ways it addresses multiple future societal and economic trends are apparent throughout the 2008–14 Strategic Plan. This commitment is also reflected in the university's mission statement, which states:

IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources.

This mission and the university's attempts to prepare for multiple societal and economic trends are also reflected in the university's values statement, which reads:

We are committed to excellence in teaching, student learning, research and creative endeavor, and regional development. As such, IPFW values

- The pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity.
- A strong general education program and baccalaureate framework that emphasize critical thinking, promote lifelong learning, and continue the traditions of the sciences, arts, and humanities.
- A commitment to student access and success that is demonstrated through services and student life programs responsive to individual needs and interests.

- A campus environment that promotes integrity, respect for diversity, responsible citizenship, accountability, sustainability, and continuous improvement.
- The principles of shared governance, civility, and open communication among all groups within the university.
- The traditions of scholarly excellence and public engagement of Indiana University and Purdue University.
- The professional commitment, innovations, and accomplishments of faculty and staff.
- Partnership with the community to enhance social, economic, cultural, civic, and intellectual life in the region.

IPFW's vision is to be a nationally recognized university, known for its regional impact and:

- The excellence, value, and accessibility of its academic programs.
- An exceptional environment for teaching, learning, and student achievement.
- The scholarly and creative accomplishments of its faculty, students, and staff.
- Its contribution to the quality of life of the region.

Among the numerous goals, strategic directions, and action priorities, several specifically apply to the university's preparation for future societal and economic trends. For example, under IPFW's goal to foster learning and create knowledge (Goal 1), the strategic plan makes clear the university's intentions to establish new undergraduate and graduate programs to meet regional needs and student interests, and to establish a strategic direction for further growth in distance education (discussed further below).

The university's second goal is to develop quality of place and experience. One of the strategic directions associated with the goal of quality of place and experience includes increasing student enrollment in a steady and sustainable manner toward the goal of 15,000 students. This will be done using the following action priorities:

- Enhancing programs designed to support recruitment and retention of qualified students and to improve graduation rates, with a particular focus on students seeking bachelor's and master's degrees.
- Attract additional Core 40 and Honors Diploma graduates, international students, those from historically under-represented backgrounds, and those who would be first-generation students.
- Expand financial aid programs that support the university's goals for affordable access for all qualified students and increased regional educational attainment.
- Increase support for cooperative admissions and transfer programs among the Indiana University and Purdue University campuses.

The aforementioned priorities can only be achieved by continuously re-engineering IPFW's infrastructure and services. To this end, the university's strategic plan specifies that IPFW will continue to emphasize improvement of student and business services, invest in the expansion of the university's integrated marketing plan, and strengthen the effectiveness of information technology support for all campus programs and services.

No university is able to adequately respond to regional societal and economic trends unless it continuously engages in research and creative activities while simultaneously increasing its ability to access external funding. The university's strategic plan also sets clear goals and strategic directions for both promoting and supporting faculty research and creative endeavors. The action priorities described in this section of the strategic plan include:

- The strengthening of services, infrastructure, and funding provided through the Office of Research and External Support (ORES) and through university grant programs.
- Expanding the number and scope of the Centers of Excellence as centers for research and engagement.

- Providing support programs to encourage student research and publicize the results of these research projects.
- Encouraging the development of flexible faculty workload policies to support research/creative endeavor and engagement.

The emphasis on preparation for multiple future societal and economic trends is made most apparent within the third goal of the university's Strategic Plan. Goal 3 is to contribute to the development of the northeast Indiana region. More specifically, it is IPFW's goal to sponsor

educational, cultural, and recreational opportunities for community audiences of all ages and engage in projects with regional businesses that improve their sustainability and competitiveness. Targeted projects are built upon active communication with the community, an entrepreneurial spirit, and cooperative investments. IPFW seeks to provide intellectual leadership by stimulating debate, modeling diversity, and providing expertise to community partners.

The strategic directions and action priorities associated with this goal include:

- Increasing the range of diverse cultural, athletic, artistic, educational, and recreational activities to the community.
- Providing additional campus resources for strategic community partnerships.
- Extending outreach programs and preK–16 partnerships for youth and underserved populations that encourage participation in education, with special emphasis on the science, technology, engineering, and mathematics (STEM) disciplines and on school improvement initiatives.
- Increasing collaborations with, and serve as a resource for, legislators, community leaders, and alumni to identify ways to meet regional needs.
- Offering an expanded series of lifelong learning opportunities through regional sites and distance education.
- Expand programs to share student, staff, and faculty expertise with community organizations and expand faculty and staff participation on community boards.
 - Expanding the university's role in regional economic development and planning initiatives.
 - Increasing support for economic development through Technology Transfer and Commercialization programs, Office of Engagement initiatives, and partnerships with area defense industries and other high-priority industry clusters.
 - Providing additional support for new business innovation through expanding partnerships with the Northeast Indiana Innovation Center (NIIC), the Small Business Development Center (SBDC), the Indiana University School of Medicine Fort Wayne program, and other campus partners and centers.

University Development and Financial Plan

Given IPFW's ambitious goal of increasing enrollments from current levels to 15,000 students by 2014, it is imperative that the university have a financial plan in place to accommodate this anticipated growth. This plan is incorporated into the university's Strategic Plan.

The state budget process, based on formula funding and a biennial budget, presents one set of constraints. Despite recent state allocations of "equity funding," IPFW's budget remains below the statewide average for master's-level institutions. The share of funds provided by the state has declined from 51 to 47 percent of the general fund budget in the past five years. State funding is likely to increase only incrementally in the near future. Student fees have shown a corresponding increase in the same time period, from 49 to 52 percent, while other budgeted income has been relatively constant at slightly less than 2 percent.

New state operating funds and reallocations will be required, particularly for increasing faculty positions and salary levels and for creation of new degree programs. Capital project funds from both state and other sources will be

needed to support the facilities projects that have been identified as priorities. Many of the other initiatives will be pursued through combinations of funds from reallocations, grants, and gifts. Reallocation of campus funds will provide an important measure of IPFW's commitment to achieving the goals described in this plan. Currently, IPFW leads the way in public-private funding of capital projects in the State of Indiana as evidenced by the financing of the Rhinehart Music Center, the Willis Family and Venderly Family bridges, and the new Student Services Complex.

As part of the 2008–14 Strategic Plan, IPFW has developed realistic financial goals that will allow the university to continue to respond to future societal and economic trends and build upon the success of its 2001–07 Strategic Plan.

During the previous plan, the university surpassed most of its financial goals for university development (see Table 2-2). It is important to point out the two areas in which the university failed to reach its financial targets — the library and new programs. Both are essential to the academic success of IPFW and are recognized as necessary areas of growth in the new Strategic Plan.

Table 2-2: Results of IPFW 2001–07 Strategic Plan Financial Targets

Results of IPFW 2001–07 Strategic Plan Financial Targets	
Faculty Support	395% of target
Scholarship Funds	465% of target
Student Support	577% of target
Classroom/labs	184% of target
Equipment/Support	420% of target
Library	57% of target
Regional Outreach	1,395% of target
New Programs	68% of target

During this time, the university experienced unprecedented growth. State support garnered during the university's previous Strategic Plan included:

- \$1 million in support for the Northeast Indiana Innovation Center (NIIC), and then for university research
- \$5 million for the construction of the NIIC building
- \$5 million to support the expansion of NIIC
- Equity and enrollment change funding
- Degree completion and on-time completion funding
- Facilities support for the Rhinehart Music Center, the Student Services Complex, and the IU Medical Education Building at IPFW
- \$3.2 million toward the cost of the St. Joe River bridge (Ron Venderly Family Bridge)
- \$1.8 million toward the cost of the Crescent Avenue Bridge (Willis Family Bridge)

As part of its 2001–07 Strategic Plan, IPFW launched its Discover IPFW campaign on May 30, 2003, with a goal of raising \$20 million in conjunction with a seven-year \$1.3 billion campaign at Purdue. The Discover IPFW Capital Campaign raised \$43 million, more than twice the \$20 million goal. Highlights of that highly successful campaign include:

- \$5 million from the Rhinehart family for the Rhinehart Music Center
- \$5 million from Larry Lee, local CEO and IPFW graduate, for the indoor track that will be a part of the Student Services Complex and for athletics scholarships

- \$4.5 million from the Lilly Foundation to support wireless and systems engineering Centers of Excellence
- \$3 million from Don Willis for the Willis Chair of Entrepreneurship, scholarships, and unrestricted use
- A major gift from Richard Waterfield and the Waterfield Foundation for Student Housing
- \$2.5 million from Ione Auer for the music building
- \$2 million from the Venderly family and foundation for the St. Joe River bridge and athletics scholarships
- A major gift from Richard T. Doermer, recognized by naming of the Richard T. Doermer School of Business and Management Sciences
- \$1 million from Howard Chapman for the Chapman Distinguished Professor of English
- \$1 million from the English, Bonter, Mitchell Foundation for the Rhinehart Music Center
- \$1 million from ITT Communications for a Center of Excellence in wireless communication research
- \$1 million from the Lutheran Foundation for an endowed professorship in cardiovascular research in the Indiana University School of Medicine Fort Wayne
- \$500,000 from the Cole Foundation for Student Housing
- \$500,000 from area defense industries, and a matching grant from the Lilly Foundation, for an endowed professor of systems engineering
- \$481,000 from Steel Dynamics Corp., and a matching grant from the Lilly Foundation, for an endowed Steel Dynamics Chair of Engineering
- \$420,000 from Parkview Health Systems for nursing program support, part of a commitment to provide nearly \$1.5 million during the next five years.
- \$410,000 from the English, Bonter, Mitchell Foundation for support of the Omnibus Lecture Series, athletics scholarships, the music building, and IPFW Student Housing

In turn, these investments during the 2001–07 Strategic Plan period supported preparations for growth during the current strategic plan period. Some of the investments made include:

- \$2.8 million for the creation of 56 new faculty positions
- \$1.1 million for research support
- \$1.2 million in upgrades to classrooms and laboratories
- \$4.7 million in support for student services
- \$4.9 million in support for regional outreach and services

Importantly, the 2008–14 Strategic Plan provides metrics for measuring financial and other goals. This includes plans to increase funding for the number of faculty positions, development of high-priority new programs, improvement of library collections and academic support services, and increases in research support and university grants.

Strategic Marketing Plan

As part of its preparation for future societal and economic trends, IPFW has steadily moved from its current “promotions” orientation to a more effective comprehensive marketing approach. In February 2001, a diverse representation of constituencies across campus attended a daylong marketing retreat, the goal of which was to raise awareness of the need to coordinate IPFW’s decentralized communications and marketing efforts.

Carnegie Communications, in partnership with IU’s Office of Communications and Marketing, conducted an image study for the IU campuses. The research for IPFW consisted of 402 telephone interviews with prospective students and 402 interviews with adults who were considered to be influencers of college-bound high school students. The purposes of the investigation were to identify quantifiable measures of IPFW’s perceived strengths and weaknesses, explore the university’s market position relative to competitors, uncover marketing messages that

resonate with key constituents, and gather baseline marketing information that would inform the development of IPFW's strategic marketing plans.

In addition, a third-party consultant conducted a survey of approximately 25 campus and community officials in order to learn about IPFW's current communications efforts. Some of the communication strengths identified included the fact that IPFW is an excellent product to promote, and that there is strong leadership with substantial support from the chancellor to move into integrated marketing. One of the challenges identified by the survey was that IPFW is not well known and has a weak image as a "fallback" choice. In addition, the study revealed that the university lacked a coordinated marketing plan, and that the focus was on promotions rather than strategic marketing. Additional obstacles identified by the study were an inadequate financial investment in marketing and a lack of integrated communication efforts. Based upon these studies, the university has centralized its marketing and communications efforts in order to develop a more effective integrated marketing strategy.

The goals of the current IPFW campus-wide integrated marketing campaign focus on enhancing the overall image, reputation, and visibility of the university. This endeavor should lead to stronger retention and recruiting, increased enrollment, improved quality of students, enhanced student experience through the promotion of events, increased public and private support, and increased alumni participation. In doing so, the integrated marketing campaign aims to achieve 10 objectives in support of the university's Strategic Plan. These objectives are to:

- Be recognized as a leader in providing professional, personal, and customized development programs in northeast Indiana
- Be the university of choice
- Enhance the overall image of IPFW by increasing media coverage in the 11-county area
- Initiate an internal pride campaign
- Help university departments integrate key messages in their communication efforts
- Enhance the perception of technology at IPFW
- Position IPFW as a unique experience
- Create consistent marketing efforts and the integration of key messages
- Be recognized as an invaluable source of graduate-educated employees
- Promote returning-adult degree completion and personalized services

The integrated marketing plan involves five core messages: excellent education, internationally recognized degrees, more opportunities than its competitors, unique experience, and success. In order to achieve the above goals and objectives, the integrated marketing campaign developed a key theme, "Access to Excellence." This theme ties together the five key messages to coordinate IPFW's communications and marketing efforts in order to more effectively tell the university's story of excellence. These messages are articulated through publication of stories about faculty, students, and alumni who personify these messages. The messages are disseminated through advertising, on the university's Web site, in admissions marketing materials, and in other communications to all of the university's constituent groups.

Alumni Relations

The university's development plan relies upon a strong alumni base. The IPFW Office of Alumni Relations develops learning and social experiences with the goal of building lifelong ties for university alumni. The office communicates with the university's alumni by publicizing IPFW news and events through both a Web presence and newsletter, and provides "keep in touch" resources that allow former students to contact one another. The office also provides access to career services and training information, and offers several scholarships for future and current students through the initiatives of the IU and Purdue Alumni Associations.

The IPFW Alumni Association's goal is to be an engaging organization that attracts membership, involves and serves the interest and diversity of IPFW alumni, and creates personal, social, and enriching opportunities for

alumni to stay connected and support the university. The goals are to extend a “personal touch” to the attention alumni received as students, to help alumni share their stories and reconnect, to encourage alumni to become involved in university activities, to increase volunteering, and to request support from alumni to assist future students in an area of interest to these former IPFW students.

Office of Development

The mission of the IPFW Office of Development is to support the university’s mission by cultivating allegiance to the university, with the purpose of generating pledges and collecting gift funds for the university.

As a part of the university’s outreach, academic colleges and departments have also become increasingly involved in development activities through Web and newsletter solicitations. In recent years, gifts to IPFW have grown from \$2,113,185 during the 2001 fiscal year to nearly \$4,900,000 for 2008–09, with a high of \$8,295,478 given in 2005–06.

Athletics Program

The history of IPFW athletics reflects the growth of the university. Early sports teams were based largely on student interest. Intercollegiate athletics programs were affiliated first with NAIA and later with NCAA Division II. The success of the men’s volleyball program helped propel the university onto the national scene with four appearances in the Final Four prior to Division I status. IPFW has now completed its ninth season of NCAA Division I athletic competition and its third season as a member of the Summit League. As a function of NCAA Division I membership, the athletic program undergoes a rigorous recertification every 10 years. IPFW is scheduled for Cycle 2 certification in 2012.

In preparation for this second cycle of certification, the athletics program, at the direction of the chancellor, established an internal review to assure that the university was prepared for the process. Using an athletic benchmarking research report from National Association of Collegiate Directors of Athletics (NACDA) consultants, a compliance review from the Summit League office, and a Title IX audit by the Affirmative Action office, the university has developed an outline for the recertification process and for program improvements. This review will be completed in early 2010, and will serve as the basis for an athletic strategic plan to align with the university’s *Strategies for Excellence 2008–14* plan.

Planning to Meet Constituent Needs

IPFW is a driving force for economic development in northeast Indiana. As outlined in IPFW’s Strategic Plan, the university is committed to creating partnerships within the community for economic and workforce development to prepare northeast Indiana for a future shaped by multiple societal and economic trends. This region is home to many companies that depend heavily on a workforce well skilled in STEM-related subjects.

IPFW accomplishes this objective through a number of university-supported programs and activities. In 2006 IPFW worked with the Northeast Indiana Corporate Council, along with Purdue University and Indiana University, to create the Office of University Engagement. IPFW coordinates many of its economic development activities through this office.

The IPFW Office of University Engagement, which is housed at the Northeast Indiana Innovation Center, provides a direct means of access to IPFW, Indiana University, and Purdue University resources. The goal of the office is to facilitate the utilization of university intellectual property to enhance new and existing regional businesses. This interaction stimulates economic development, which improves the overall quality of life in northeast Indiana. The office facilitates connection to a variety of services through IPFW, Purdue University, and Indiana University, which include the following areas:

- Academic programs
- Research capabilities

- Intellectual property
- Technical assistance and faculty expertise
- Seminars, conferences, and networking opportunities
- Continuing education and corporate training
- Internships and cooperative education programs
- University outreach programs

The services mentioned above are facilitated by partnering with the university's constituents through corporate engagements, campus facilities, Centers of Excellence, student employment, and community outreach.

The office assesses regional needs through involvement in various community groups as well as participation in, conducting, or sponsoring a number of events. Examples of events that have been hosted, sponsored, administered, or conducted through the Office of Engagement in recent years are:

Regional Business Plan Competition. This program began in 2004 as the Opportunity for Indiana Competition sponsored by the Lilly Endowment. This program continued at IPFW through its fifth year in 2008, utilizing local funding to facilitate the development of business ideas by residents of northeast Indiana through a structured program and a series of workshops.

IU-Purdue Technology Showcase. This event, which has been held annually from 2006 through 2009, brings together faculty researchers and commercialization specialists from the Purdue Office of Technology Commercialization and the Indiana University Research and Technology Corporation to meet with northeast Indiana business leaders and venture capitalists with the intent of developing connections between faculty researchers and regional businesses.

Regional Advanced Manufacturing Summit. This program was hosted by the IPFW Office of Engagement in collaboration with the Purdue Center for Advanced Manufacturing in 2006 and 2008. Recognizing that a healthy manufacturing sector is a key to our region, this program was intended to promote advanced manufacturing competitiveness.

Work One Economic Growth Summit. Along with the Northeast Indiana Corporate Council, Northeast Indiana Work One, Ivy Tech Community College, and others, IPFW has participated as a cosponsor for this event from 2006 through 2009. This regional program is designed to create a bridge between the business community and the P-12 education community in the region. The Office of Engagement has been an active participant on the planning committee and serves as one of the event hosts.

Indiana Initiative for Economic Development (IIED). This program was hosted by the IPFW Office of University Engagement in spring 2009 and featured representatives of Indiana University and Purdue University presenting the opportunities provided by the IIED's High Performance Computing capability through the "Big Red" supercomputer.

Through the office, a total of 120 events and education opportunities across all of the university and community partners were promoted to regional contacts between 2006 and 2009. The Office of University Engagement also has provided support and exhibit presence, on behalf of the university partners of IPFW, Purdue University, and Indiana University, at numerous regional expositions and events including the Fort Wayne Business Expo, the Orthopedics Design & Technology Conference, the Indiana Health Industry Forum (IHIF) Summit, and the Federal Laboratory Consortium Midwest Regional Conference. Since the creation of the office, more than 1,100 contacts have been made with regional businesses, organizations, government agencies, schools, and higher education institutions. These contacts have resulted in completed engagements with 142 different organizations across a total of 334 total referrals. A detailed description of these activities is in Chapter Five of this self-study.

Another way IPFW plans for the future needs of its constituents is through continuing education and distance learning. The mission of the IPFW Division of Continuing Studies is to provide high-quality lifelong learning

opportunities that address regional needs by enhancing economic development and quality of life through community outreach in areas of personal enrichment, professional development, credit programs, degree completion, distance learning, and entrepreneurship. The division seeks to be recognized as an integral part of the northeast Indiana regional community and as the partner of choice in delivering quality lifelong learning opportunities.

During 2008–09, Continuing Education noncredit courses enrolled nearly 19,000 individuals in about 1,000 courses. The division's realistic goal is to increase the number of enrollments in classes offered through the Continuing Education program under the period covered by the current Strategic Plan by 12 percent.

In addition to Corporate Training and Small Business Training (discussed in Chapter Five), classes for personal and professional development offered through IPFW's Division of Continuing Studies include Educational Travel and Summer Reading programs. The Division of Continuing Studies also offers Professional Development for Educators workshops, degree programs, and license renewals as well as the General Studies Degree Program. The General Studies Degree Program is designed for students who wish to customize their own degree program. Students may take courses in a broad range of subjects to tailor their course work to personal interests, goals, or career needs. General studies graduates have used their degrees to pursue further study and careers in areas such as business, public relations, medicine, law, education, and social work.

To provide services to clients and students in northeast Indiana, Division of Continuing Education courses are delivered using a variety of methods, times, and locations including distance education (i.e., Internet, television — Comcast Channel 5 — and video/DVD), Weekend College and evening courses, and courses taught at off-campus locations (e.g., Auburn, Bluffton, Decatur, Huntington, and the Warsaw Center).

Planning for Technological Change

IPFW's Information Technology Services (ITS) provides computing support to IPFW faculty, staff, and students. This support includes operating and maintaining the components of a campus-wide network communications backbone; networked PCs in classrooms, labs, and offices throughout the IPFW campus; as well as a wireless communications network.

To realistically anticipate future trends, the 2006–09 Strategic Plan for Instructional Technology at IPFW was developed by a special steering committee appointed by the vice chancellor for academic affairs. Using data and input from faculty and staff focus groups, interviews with key administrators, and a student survey, the committee drafted a plan with goals and strategies that were to guide IPFW's visioning, planning, promotion, support, evaluation, and funding of instructional technologies from 2006 to 2009. Instructional technologies are defined as the devices, materials, and related resources used to support the process of teaching and learning. The plan emphasizes the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. The plan is aimed at optimizing operational effectiveness: developing, implementing, and improving procedures, tools, and methods that will create and sustain an exceptional, accessible learning environment for a diverse community of teachers and students.

The Strategic Plan for Instructional Technology provides data-driven objectives that spell out how the university should conceive, plan, use, support, and evaluate instructional technologies to facilitate and improve the process of teaching and learning by advancing toward the following five goals:

- Pursue continuous visioning and planning in support of faculty-defined needs for instructional technologies with collaboration from students, administrative support units, and the community.
- Design organizational structure and functioning to transparently support teaching and learning with instructional technologies.
- Provide leadership, training, and support to enable faculty to customize course offerings for diverse learning styles and contexts, to enhance student learning, to ignite pedagogical innovation, and to promote the scholarship of teaching and learning.

- Engage in continuous evaluation of instructional technologies.
- Commit sufficient financial resources for instructional technologies to reach and exceed the stated goals, to maintain excellent service, and to provide for growth.

As part of IT Services' continued attempts to prepare for future trends and campus needs, the university has joined Diagrid, Purdue University's national computing grid. Purdue recently joined with Indiana University in announcing it was joining the "world's largest science-focused distributed computing system...by adding nearly 5,000 computers from its research pool." The network already includes the University of Notre Dame, Indiana State University, and Purdue Calumet; Purdue North Central is also joining the group.

IT Services saw a need for substantial bandwidth increases in 2006, with the addition of multimedia labs, the growth in the Department of Visual Communication and Design, and the building of the IU Medical Education Center and its need for visualization of medical data. Since that time, IT Services has been building a high-speed fiber backbone and network throughout the campus and a connection to i-Light's statewide higher-education fiber network. The addition of Diagrid will meet the need for additional high-speed computing resources for IPFW's faculty to use in various engineering and science research projects and for multimedia projects and instruction.

Facilities Master Plan

The extensive IPFW campus has tremendous growth potential. The university's landholdings have increased significantly over the last several decades, to the point where the university now controls multiple outlying parcels. While ample land for development is available, the challenge is to grow in a way that fosters a cohesive campus community while maintaining the university's commitment to its unique natural setting. The master plan therefore recommends concentrating future development on the core campus, while creating strong connections to the outlying parcels.

In recent years, the university has experienced a flurry of capital projects that prepare it for future growth. The past decade saw the successful completion of a number of projects. These include the completion of the Willis Family Bridge connecting the campus to Student Housing on the Waterfield Campus in 2003, the Waterfield Campus Student Housing complex opened for fall 2004, the Northeast Indiana Innovation Center opened on IPFW grounds north of the main campus in 2005, the Rhinehart Music Center dedicated in 2007, and the Holiday Inn at IPFW and the Coliseum opened in spring 2009 on university property west of the campus across the St. Joseph River. The area is connected to campus via the Venderly Family Bridge.

The master plan builds on these accomplishments and represents a mission-based vision for the campus's future that celebrates its physical assets and strategic advantages. Through the development of a thoughtful framework plan, long-term growth of the university will be accommodated, while allowing for flexibility as needs change over time.

The most recent campus master planning process for IPFW began in October 2007, as a part of Purdue's system-wide planning update that began in 2006. The master plan identifies a physical direction that will allow the university to achieve its institutional goals within a flexible framework for development. Having fully engaged university representatives, the master plan reflects the needs and concerns of the campus community. Under the leadership of the Master Plan Committee (which was staffed by the University Resource Policy Committee) with direct input from the chancellor, vice chancellor for financial affairs, and Physical Plant management staff, the master planning process consisted of three phases. The process began with a data collection and analysis phase, after which a design charrette was held to test alternative concepts for the campus and to test the program for new buildings. The alternatives were synthesized into a preferred concept, from which the master plan resulted. Sasaki Associates served as the university's consulting partner throughout the process.

The university's long-term target enrollment of 15,000 requires additional academic buildings to accommodate growth. Moreover, the changing profile of the IPFW student body, from a predominantly commuter-based population to a more residential-based cohort, requires an expansion of housing and its supporting student life

facilities. Academic expansion is planned for the geographic heart of the campus, with development that takes advantage of the campus's natural amenities, namely the St. Joseph River and its tributary. The existing residential district on the Waterfield Campus will be completed with the opening of Phase III. To create the critical mass needed for vibrant living/learning communities, the master plan advocates continued expansion of on-campus housing. This additional residential program and its supporting student life facilities are placed on the core campus, surrounding academic activities. The plan also provides for parking among the four zones: north, central, south, and periphery. The master plan goes beyond the enrollment target and shows capacity to support up to approximately 17,500 head-count students.

As the current master planning process began, several major projects were in the planning process. The first is the \$42.4 million Student Services Complex. This project broke ground in March 2009 and will include 173,000 square feet of new construction and remodeling to the existing Gates Sports Center, Walb Student Union, and Helmke Library. It will also connect the existing student life facilities into one large complex, through an active corridor. This corridor is planned with a ground-level pass-through that preserves the river views. The project is scheduled to be complete in fall 2011.

The second project is the \$12 million Medical Education Building. The more than 41,000-square-foot building houses the Indiana University School of Medicine-Fort Wayne. The Medical Education Building also helps support community health organizations and functions. The building includes two stories and a basement with state-of-the-art lecture halls and laboratories for first- and second-year medical students and faculty research. The Medical Education Building has also allowed the Indiana University School of Medicine-Fort Wayne to offer the third and fourth year of medical school at IPFW. This project was completed by the beginning of the fall 2009 semester. It is located north of IPFW's new \$26 million John and Ruth Rhinehart Music Center, which houses the university's music program as well as classrooms, a recital hall, and a large university auditorium to accommodate concerts and a variety of university functions such as the Omnibus Lecture Series.

The third project is a Waterfront Park in the southwest quadrant of campus, directly west of the St. Joe River. The park is planned as a shared community and university resource with the \$4.3 million Ron Venderly Family Bridge connecting the planned park back to the campus core. Fundraising for the park is continuing.

The fourth project is Phase III housing. The Student Housing complex opened for fall 2004, a second phase opened in 2007, and groundbreaking has already occurred for the third phase in February 2009. The Phase III housing project is located on the Waterfield Campus immediately southeast of the campus core and adjacent to the existing residential units. This proximity will establish a critical mass of housing in this area. Phase III is expected to open for fall 2010.

IPFW has also announced plans to build the new \$1.5 million Keith Busse Steel Dynamics Alumni Center. The 8,000-square-foot center will occupy a 2.4-acre site west of the St. Joseph River and east of the new Holiday Inn. The facility will provide a gathering place for alumni, meeting rooms for community functions, and offices for Alumni Relations. Construction will begin in spring 2010.

The master plan also provides 6,537 parking spaces at full build-out (the projected need is 5,700), representing an increase of approximately 2,182 spaces, of which 1,000 are in a new parking structure. In addition to providing more spaces for the growing campus population, the master plan more evenly distributes parking north and south. This is intended to serve the public venues, including the Williams Theatre and the Rhinehart Music Center, located in the north end of campus that generate a high parking demand.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

IPFW has assembled resources that support offering high-quality academic programs, as well as resources required to maintain an attractive and effective campus environment and manage related activities and services. The

university has also invested resources in faculty recruiting and development, information technology, and student support services in order to continue to improve its academic programs and to achieve the other goals described in the Strategic Plan.

The university's resources include its faculty and staff, its buildings and grounds, and its funding from student fees and state appropriations, gifts, and grants and contracts. In addition, because of their impact on all areas of the campus, library resources and information technology are addressed specifically below.

Faculty and Staff Resources

The university's faculty and staff included the following in fall 2009:

Table 2-3: IPFW Faculty and Staff

Faculty	
Professor	82
Associate Professor	124
Assistant Professor	133
Instructor	20
Lecturer	48
Total Faculty	407
Limited-Term Lecturers	405
Graduate Assistants/Aides	106
Administrative	325
Clerical	203
Service	230
Total	1,676

The university has been successful in attracting a faculty with excellent qualifications. From 2001 to 2007, IPFW used \$2.8 million to create 56 new faculty positions, preserving the university's targeted 16:1 student/faculty ratio. IPFW continues to identify faculty recruitment and retention as a top priority. Eleven new faculty positions have been approved for 2010–11, and searches are currently underway. The very first point of the current strategic plan is the need to “attract, support, and celebrate a highly qualified and diverse faculty and staff.” In 2004, there were 365 regularly appointed teaching faculty. This increased to 407 in 2009, and current strategic planning calls for IPFW to spend an additional \$18 million from 2008 to 2014 to continue the increase in the number of faculty, to increase the number of sections taught by full-time faculty from 56 percent to 62 percent, and to generally improve salaries for faculty already on campus.

IPFW routinely recruits new faculty on a national basis, and selectively from around the world. Nearly all faculty hired as assistant professors come with the Ph.D. (or other appropriate terminal degree) in-hand or near completion. Starting salaries are based on discipline averages for comparable institutions as reported by the College and University Personnel Association (CUPA), keeping IPFW's starting salaries competitive with peer institutions. Start-up research funding of \$10,000–20,000 is generally available for new faculty in the sciences and engineering. Recent restructuring of the start-up funding process has increased the university's agility in negotiating and hiring the best science and engineering recruits.

Past planning identified a need to increase the number of chaired professorships. As a result, gifts and grants have been used to establish new endowed chairs in entrepreneurship, accounting/finance, English, wireless communication, engineering, and systems engineering. Current planning continues to identify increasing the number of endowed chaired positions as a high priority.

Recruitment for senior administrative staff is also conducted on a national basis, with credentials and experience expectations that are customary for positions of significant responsibility. Entry-level administrative staff, clerical and

service staff, and associate faculty hiring all rely on local advertising. Appropriate levels of education and experience are specified, with nearly all limited-term lecturers expected to hold master's degrees. The university has increased its graduate teaching assistant staff in recent years, with approximately 80 graduate assistants appointed in an academic year. Most are in teaching positions, while some serve as research assistants or in administrative assistant roles.

Faculty and Staff Development

Many different programs and support organizations are available to faculty to assist with teaching, scholarship, and professional development. As one example, the Center for the Enhancement of Learning and Teaching (CELT) is available for drop-in consulting, and the staff offers a variety of workshops and conferences throughout the year. Recognizing its growing importance, IPFW reorganized CELT and added 3.5 FTE staff in 2007 to better serve its campus constituencies. CELT serves the needs of both full-time and part-time faculty.

Additionally, IPFW has 40 faculty members who are part of Indiana University's Faculty Colloquium on Excellence in Teaching (FACET). The mission of FACET is to create "a community of faculty dedicated to and recognized for excellence in teaching and learning. FACET advocates pedagogical innovation, inspires growth and reflection, cultivates the scholarship of teaching and learning, and fosters personal renewal in the commitment to student learning." FACET faculty uses mentoring strategies to encourage such pedagogical innovation across the campus.

Individual IPFW departments are responsible for developing part-time faculty to support the university's mission, with support from administrative units such as CELT. Like other universities, IPFW relies upon limited-term lecturers and graduate teaching assistants to assist in delivery of the university curriculum. For example, the Department of English and Linguistics typically relies upon 40–50 part-time faculty to teach introductory writing courses. The department holds an orientation prior to the start of the fall semester. This orientation includes pedagogical workshops as well as sessions in which university policies and regulations are explained. Additionally, the department holds peer seminars during the academic year in which part-time and full-time faculty explore pedagogical practices.

Another part of faculty development is support of faculty research. The Office of Research and External Support (ORES) assists faculty with preparing grant applications as well as interacting with granting agencies, and also assists faculty in submitting proposals to Purdue University's Institutional Review Board (IRB). ORES provides direct support for programs that provide summer research funding (with special emphasis on new faculty), overseas travel, and establishment of Centers of Excellence that recognize and promote areas of special expertise on campus; promotes faculty and staff accomplishments; and coordinates funding to students for mini-grants and summer research.

Staff development programs are offered regularly through the offices of the vice chancellors, the Affirmative Action/Equal Opportunity office, and the Office of Human Resources. Funding is also provided for administrative staff to participate in programs offered by their professional organizations.

Facilities

IPFW has established an exceptional physical environment for teaching and learning, and the campus also provides a venue for numerous community programs and activities. As of fall 2009, university facilities included the following:

Table 2-4: Land Area

Main Campus	214 Acres
McKay Farm	152 Acres
Triangle Property	81 Acres
Riverbank Land	74 Acres
Other Acreage	67 Acres
Northeast Campus (State Developmental Center)	95 Acres
Total Campus Land Area	682 acres

Table 2-5: Academic/Administrative Facilities (Major categories only)

Classrooms	87 rooms	65,744 Square Feet
Classroom Labs	109 rooms	93,712 Square Feet
Open Labs	12 rooms	10,949 Square Feet
Research Labs	111 rooms	32,380 Square Feet
Offices	728 rooms	152,200 Square Feet
Conference Rooms	29 rooms	10,277 Square Feet
Study Areas	25 rooms	29,773 Square Feet
Stacks	6 rooms	29,982 Square Feet
Teaching Clinics	29 rooms	3,504 Square Feet

Table 2-6: Infrastructure

Parking Lots & Garages	1,727,164 Square Feet
Roadways	29,782 Lineal Feet
Sidewalks	48,563 Lineal Feet
Storm Sewer	44,357 Lineal Feet
Sanitary Sewer	34,862 Lineal Feet
Domestic Water	35,805 Lineal Feet
Chilled Water	10,294 Lineal Feet

As noted above in this self-study report, IPFW has continued its aggressive program of constructing new facilities over the past 10 years. The program continued in 2009, when IPFW broke ground on the Student Services Complex, a \$42.4 million 173,000-square-foot project that will remodel, expand, and link the Gates Center, Walb Student Union, and Helmke Library, providing collaborative learning areas, new classrooms, private study areas, and recreational facilities. Construction of this project was funded by a combination of bonding, state grants, and private donations including a \$1,000,000 gift by one benefactor. In addition to new construction, more than \$1.2 million has been invested in direct improvements to existing classroom and laboratory spaces since 2001.

Given IPFW's goal to grow its enrollment base under the new strategic plan, the university's success at planning and implementing a master plan for facilities to support such growth has been critical, particularly given the long lead times necessary to develop such facilities.

Library Facilities

The Walter E. Helmke Library was built in 1972 for a print collection and before computers became the dominant method for information discovery and delivery. The building has undergone minor renovations since then, primarily to accommodate the introduction of computer technology and infrastructure into library operations. These renovations include conversion of some of the fourth floor into a computer operations area and electronic training classroom and the installation of network wiring and wireless capability. The library now has 63 student-access computer workstations located throughout the building and 20 more workstations in the 24/7 student computer lab and snack lounge attached to the library.

Since 2004 the library has been a part of the campus planning for the Student Services Complex. In 2006 the library proposed an information commons on the second floor as part of the Student Services Complex, and in 2007 MartinRiley Architects•Engineers was hired to provide a concept design and cost estimate for converting this floor into a learning commons. Since then IPFW has established a task force to transform an 18,000-square-foot floor of the 38-year-old library building to better support the information literacy needs of 21st century students. This project commenced with a 12-month facility planning and design phase that started in October 2009. This phase includes library space-planning design, learning commons workflow design, information literacy curriculum

design, and best-practices assessment design. Beyond the architectural work itself, the plan focuses on integrating the work of librarians, library information assistants, writing center consultants, technology trainers, and multimedia instructional designers in a space that encourages collaborative work to support the learning outcomes defined by the IPFW Baccalaureate Framework.

The Helmke Library maintains an extensive collection of materials in support of the university's mission. The collection is focused on support for academic programs, with research support provided primarily through interlibrary loan and online materials. The collection included the following kinds of materials and services in 2008, using ACRL categories:

Table 2-7: Library Holdings

Volumes held	458,000
Total Serials	32,000
Microform Units	549,000
Government Documents	200,000
Computer Files	1,800
Manuscripts and Archives	423
Audiovisual Materials	12,000

Helmke Library is a member of the Indiana University library system. The online catalog lists books and other materials held in all of the IU libraries, and it also includes nearly 500,000 book and serial volumes owned by Helmke Library as well as more than 200,000 government publications. The catalog is available electronically via the Internet 24 hours a day, 7 days a week. The library's Web site (www.lib.ipfw.edu) also provides access to a wide variety of full-text publications, databases, and indexes.

Professional librarians and support staff in Helmke Library assist students, faculty, and area residents who are seeking information in or through the library. Realizing that the library, other libraries, and Internet resources are parts of a complicated information environment, the staff seeks to make each search as fruitful and efficient as possible. Library staff suggest how to plan and begin a research project, teach how to use electronic and printed resources, and help evaluate and locate materials housed in the library or retrieved from afar. The service desk is a centralized point for assistance. Librarians are available on an appointment basis to teach information-literacy skills and provide private research assistance to individuals.

Through the library's document delivery services on the Web, students and faculty can request books and articles not owned by Helmke Library. This free university service normally takes one to three weeks. Articles are scanned and posted to a password-protected area of the Web for quick retrieval by students and faculty anywhere in the world. Course reserves are also accessible on the Web through the *ReservesEXpress* system. Scanned images of most required readings are available for printing from any computer, any time.

Special facilities in the library include a 24-hour study/snack lounge, a group-study room with a networked computer, a 25-station student-access computing lab, a science information center, and an electronic information training center that seats 24 students. Funds provided by the university to the library are supplemented by an endowment with a market value of over \$3 million. The library has also been successful in obtaining grant support for several projects.

Information Technology

Modern universities are highly dependent on their communications infrastructure. Information Technology Services (ITS) maintains a sophisticated and dependable computer network across all parts of the campus. Hardware is available for class use in major lecture halls and nearly all classrooms, and is deliverable with short notice to all smaller teaching areas. A wide array of software is available across the network, and advantageous

arrangements with Microsoft and IU Bloomington make additional software available at low cost to students, staff, and faculty for take-home uses. *Vista Classroom Software* is used by many students and faculty as a way of providing class materials, chats, exam administration, and collaboration. This array of information technology supports efforts to move beyond the brick and mortar institution. Distance education enrollments increased by 609 percent in the period from 2001 to 2007. The current strategic plan acknowledges the need to further define and expand distance education offerings.

Financial Resources and Budget Processes

IPFW financial resources come from a broad range of sources, including state appropriations, student fees, gifts, grants, contracts, and auxiliary enterprises. The university's budget for 2009–10 included the following components:

Table 2-8: Sources of Funds — General Funds Budget 2009–10

Category	Amount of Funding
State Appropriations (General)	\$37,378,801
State Appropriations (Nonrecurring)	\$1,070,904
State Appropriations (Fee Replacement)	\$5,995,241
Student Fee Income	\$54,606,817
Interest Income	\$1,000,000
Other Income	\$1,477,682
TOTAL GENERAL FUNDS	\$101,529,445

In 2009–10, 43.2 percent of the university's general funds came from state appropriations, 54.4 percent came from student fees, with the remaining 2.4 percent coming from interest and other income.

Table 2-9: Allocation of Funds — 2009–10

Uses of Funds	% of General Funds Budget
Instruction/Department Research	34.1%
Physical Plant	12.1%
Staff Benefits	19.9%
Support Areas*	17.0%
Student Services	5.6%
Central Services	1.2%
Fee Remissions	4.2%
Debt Service	6.0%
TOTAL	100.0%

*Support Areas include General Administration and General Institutional Services

As noted earlier, the Management Agreement specifies that Purdue University is responsible for financial affairs at IPFW. Under this arrangement, the IPFW request for state appropriations is submitted through Purdue University. IPFW is, however, a separate line item in the state budget appropriation bill.

The operating budget process begins with projecting revenues for the upcoming period. Based on expected revenues, an expenditure budget plan is developed through a process that provides opportunities for widespread input. Unit and department heads submit their needs to their deans/directors, who then prioritize the needs and pass them on to their respective vice chancellors. At the appropriate time, the vice chancellors meet with the chancellor and the chair of the (faculty) Senate Budgetary Affairs Subcommittee to review needs and decide, based upon funds available and the strategic plan, which priority needs can be met and included in the budget plan. Ultimately, the budget plan is submitted to the Purdue University Board of Trustees for approval. Following

approval, budget allocations to departments are made, and the departments and schools have a significant degree of autonomy in authorizing expenditures.

Typically, the first priority to be addressed in the budget plan is that of unavoidable cost increases, e.g., utilities and staff benefits (promotion increments, Social Security, group insurance, and retirement programs). The consideration of other priority needs, such as salary increases, supply budget increases, library and technology support, new positions, and program initiatives follow. Depending upon expected revenues for the period and overall campus priorities, reallocation of existing budget resources may be factored into the budget plan. The state also provides (a) new facility funds through a somewhat separate capital budgeting process and (b) renovation funds through a formula that considers amounts of space, age of facilities, and infrastructure.

State appropriation is crucially important to the campus revenue budget, and thus also to the campus expenditure budget. State appropriation for the operating budget comprises approximately 43 percent of total general fund revenues, a percentage that has declined for several years. As the percentage of state support has declined, the portion of the general fund revenue budget coming from student fees has correspondingly increased. IPFW has not been alone among Indiana public universities in experiencing a relative decline in state support.

Further complicating the issue of state support is the fact that appropriations per in-state FTE have historically varied widely among the state universities. Recently, IPFW ranked third from the bottom among public university campuses in the state in terms of per-FTE funding. As a result, IPFW has continued to propose allocations of equity funds. After some progress, IPFW's rank in per-FTE support has slipped to next-to-last in 2009–10.

Other Financial Resources. In one of the major areas of success in IPFW's Strategic Plan, grants and contracts volume has grown to a point that it regularly exceeds \$5 million on an annual basis. Overhead funds derived from these sources are used to provide matching funds for future grants and to support research activities in other areas. Among the several auxiliary enterprises, Student Housing and parking operations are the largest. Income from parking fees and traffic fines is dedicated to the continued improvement of roadways and parking facilities. Gifts to IPFW, generally received through the IPFW Foundation, are used for the purposes designated by the donors, including student scholarships, endowed chairs, departmental support, and modest amounts of discretionary funds.

IPFW has clearly entered a new era as a focal point for intellectual excellence, and this excitement extends to the community beyond the boundaries of the campus. A notable sign of this excitement is the increased private sector support for IPFW and its programs. The Discover IPFW capital campaign raised \$43 million — well over the \$20 million goal. Thirteen gifts and grants to this campaign exceeded a half-million dollars. Combined with continued efforts to increase state funding for the campus, IPFW is in an outstanding position to maintain and strengthen its programs well into the future.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

IPFW's evaluation and assessment processes involve several dimensions of reviews. Reviews of academic and administrative units and programs are conducted on a regular basis. Reviews of faculty are completed on an annual basis using somewhat separate processes for tenure-track, tenured, and nontenure track appointees. Reviews of administrative, clerical, and service staff are also conducted on an annual basis, usually in conjunction with processes used to make merit salary adjustments. Other university evaluation and assessment processes are mentioned briefly at the conclusion of this section.

Faculty and Academic Review

Every faculty member completes an annual report detailing teaching, research/creative endeavor, and service activities for the past calendar year. The department annual report is assembled from these faculty reports and additionally describes departmental activities. The departmental annual reports are received by the deans/directors of the various colleges, schools, and divisions, and assembled into these units' annual reports.

Of importance in the departmental annual report is the request for new positions, space, and equipment. Through the annual report process, departments with needs for critical educational equipment have been able to get funding for that equipment. For example:

- Chemistry received funding for new stockroom shelving, an infrared spectrometer, and GCMS auto samplers.
- Physics was able to purchase an educational Nuclear Magnetic Resonance apparatus that would have been unaffordable with the department's base S&E.
- The College of Engineering, Technology, and Computer Science received funding for a new server and UPS, and distance education lab servers.
- Music received funding for technology lab upgrades and wind instruments.
- Visual Communication and Design received funding for computer lab equipment and upgrades.

Department chairs perform an annual performance review of each of their faculty which evaluates faculty accomplishments and identifies opportunities for improvement. The basis of these reviews is aligned with the promotion and tenure guidelines for the department. Additionally, academic departments implement ongoing course evaluation processes to obtain students' evaluations of teaching, and these reports are often included in the performance review.

Academic Program Assessment

Every academic department/program is required to complete an annual assessment report and submit this report to a college- or school-level committee. If appropriate, the college- or school-level committees combine the department/program assessment reports into a college-level report which is submitted to the Assessment Council, a university-wide committee. The Assessment Council considers the college reports, provides feedback to the submitting units, and makes recommendations regarding the report to the vice chancellor for academic affairs, the Educational Policy Committee, colleges and schools, and other university committees and councils as appropriate. The members of the Assessment Council are from academic and administrative units. The work of the Assessment Council is supported by the director of assessment in the Office of Academic Affairs.

Academic Program Review

In 1994, the IPFW Senate approved a resolution designating the Office of Academic Affairs (OAA) as the unit to supervise the university's program review process. The Senate document on program review (SD93-26) further asked the OAA to lead in the formation of guidelines to facilitate the process. As a result of consultation among faculty, staff, and administrators, three broad principles on program review were formulated: (1) The purpose of the review is academic program improvement. (2) Program review provides an opportunity for the unit to accurately portray their unique character and outcomes and set future goals. (3) An informed periodic assessment of program status provides a basis for planned change that systematically links university and unit goals. The document is available in the Resource Room and at www.ipfw.edu/vcaa/PDFs/OAA05-4ProgramReviewRev092009.pdf.

Most programs are reviewed on a seven-year cycle. However, the review period is modified, when needed, to align the program review with program accreditation. The OAA coordinates and monitors the program review process, sets deadlines for the steps of the process, assembles the internal review committee, and funds the external reviewers. Institutional Research (IR) provides a basic profile report for each department undergoing academic program review. If the department asks for additional information during the review process, every effort is made to provide the data.

During program review, each program is required to conduct a self-study. The self-study process allows a program to examine its curriculum, methods of teaching, facilities, resources, and other factors to determine the extent to which the program is accomplishing its mission. The self-reflective process also provides an opportunity for departments to evaluate their strengths and challenges, receive input from internal and external reviewers, discuss progress made as a result of the last program review, and plan strategically to improve programs and services.

Program review also incorporates information from the university's assessment initiatives (Assessment initiatives are discussed in detail in section 3A).

IPFW's program review process provides evidence that supports the institution's continuous improvement processes. For example:

- As a result of input from internal and external stakeholders, the psychology department was able to justify the need for a computer lab. The department has added three 1-credit-hour courses to its curriculum to help students be technologically prepared to meet the demands of the job market.
- Information from a recent program review enabled the math department to: (1) discontinue its minor program in operations research, (2) collaborate with the school of business to create a minor in business, (3) revise the Master of Mathematics Education program, and (4) create a graduate certificate program in applied statistics.
- The Department of Chemistry began offering a 1-credit-hour course (Chemical Literature) as a requirement for chemistry majors. The department also began offering a research certificate in chemistry and placed a moratorium on its master's degree program.

To support assessment activities, IPFW has appointed a director of assessment (duties described in Core Component 3a). The Office of Academic Affairs offers assessment grants to assist with the planning, implementation, data acquisition, and data analyses for assessment. The Office of Academic Affairs has also underwritten campus assessment conferences and travel to assessment conferences for professional development. In 2008, IPFW examined electronic assessment management systems, adopting the eLumen system. Unfortunately, the system was found to be insufficient for the campus's needs (as described in Core Component 3a).

Administrative and Support Services Review

Similar, but less formal, efforts are undertaken to evaluate administrative service areas, student support services, and enrollment management programs. Functional assessments with peer or longitudinal benchmarks and performance reviews are used. Some administrative units use processes such as customer satisfaction surveys, data metrics and benchmarks, and comparisons to peer institutions for things such as relative staff sizes and productivity measures. Campus-wide surveys also provide direct and indirect assessment.

The annual reporting process is used as a review opportunity. The various service units evaluate and receive feedback on how well they are satisfying goals set out in the strategic plan and which goals need more attention. For example:

- The Financial Aid office has been working through the self-study guidelines issued by the National Association of Student Financial Aid Administrators.
- The Center for Academic Support and Advancement (CASA) recently hosted external reviewers for the unit, and the process was highlighted for other units to consider as a model.
- Student Affairs officers make use of NSSE data, other institution-wide data, and departmental data to monitor progress toward efficiency, satisfaction, and learning/developmental outcomes. Survey results are shared with all stakeholders including students, faculty, and administrators. Formative evaluation takes place throughout the year; summative evaluation takes place at the conclusion of discrete programs or services or as part of the annual reporting process.
- The Noel-Levitz Student Satisfaction Inventory (SSI) is used to indirectly assess performance of the police department through the campus safety scores.
- American Campus Communities (the company contracted to manage Student Housing) surveys residents of all their properties with the same questionnaire. The residents at IPFW's housing complex express results for Student Housing satisfaction that can be compared longitudinally and nationally.
- The library administered LibQUAL+™, a national survey developed by the Association of Research Libraries and Texas A&M University libraries, to IPFW faculty, undergraduates, graduate students,

and staff in 2003. LibQUAL+™ is a service-quality assessment tool that relies on users' judgment to determine satisfaction with library service. On a scale of 1–9 with 9 representing “strongly agree” or “very satisfied,” respondents rated the library 7.11 on the question, “How would you rate the overall quality of the service provided by the library.” This survey provides baseline data and will be administered again to determine any changes in perceptions of library service and resource quality.

In general, new funding for administrative units, when available, is directed to the highest priority needs that would make significant progress in one respect or another within IPFW's Strategic Plan. For example:

- To recruit students across a wider geographic area, the Admissions office has added several more counties to its regular recruitment circuit during 2009–10 as a test. This required more resources. If the results of the test prove positive, a proposal will be considered to provide permanent resources to support this activity.
- Student Affairs has moved from a centralized budgeting model where authority and funds resided primarily in the Office of the Vice Chancellor for Student Affairs (with the exception of staff and benefits funds) to a model in which authority and funds rest at the departmental level. Individual units have been asked to assume that their operating budgets are flat. They are free to use internal reallocation to fund new program initiatives with the concurrence of the VCSA. All requests for new programming dollars are presented to the senior leadership team in Student Affairs for consideration, and that group considers the requests in light of strategic priorities for the division (flowing from institutional planning documents) as well as evidence of potential impact and past unit performance.

Data Sources

The university participates in national survey programs and evaluates its effectiveness in comparison to peer institutions. These efforts include the Higher Education Research Institute (HERI) Faculty Survey (2002 and 2008). Survey results are shared with all stakeholders. Full HERI survey reports, along with comparative analyses, are available in the Resource Room and online at www.ipfw.edu/vcaa/assessment/InstitutionalARR.shtml.

Since 2003, IPFW students have participated in the National Survey of Students Engagement (NSSE) every three years. The Noel-Levitz SSI was administered in 2002 and 2006. Although it has not been endorsed as part of the voluntary System of Accountability, the campus plans to administer the SSI again in fall semester 2010 to determine whether institutional changes made after the last administration of the instrument have led to an increase in students' satisfaction. Results comparing the 2002 and 2006 data are available at www.ipfw.edu/vcaa/assessment/SSI%204-yr%20public%20Data/Indiana%20University-Purdue%20University%20Fort%20Wayne%20-%20Year%20to%20Y.html. IPFW is also participating in the Delaware cost study project for the first time.

The Office of Institutional Research and Analysis (IR) collects and publishes periodic information about institutional facts and student characteristics for the use of internal and external constituencies. Publications from IR include regular reports on term enrollments, annual degrees granted, and annual summary information on employees, finances, and facilities. When requested, the office also prepares special reports for academic and administrative offices, academic and administrative committees, and students. IR coordinates the institution's participation in state and national surveys and monitors IPFW's progress in achieving its strategic goals.

IR provides the benchmark enrollment and admissions statistics that are used by Enrollment Management (as well as by others on campus). The Admissions office prepares other reports to evaluate the success of various admissions initiatives. IR data are on the IR Web site at www.ipfw.edu/ir/statistical-reports/default.shtml and various reports are included in both the Term Reports section and the Annual Reports section.

IR also produces an annual Persistence Report that shows persistence (retention, net of graduation) according to a wide variety of student characteristics. Graduation rates are monitored and reported as a Strategic Plan metric.

The 2007 progress report on the university's 2001–07 Strategic Plan identified the following accomplishments related to enrollment:

- An increase in full-time student enrollment
- An increase in minority student enrollment

- An increase in distance education enrollment
- An increase in total student enrollment
- An increase in six-year graduation rate

The full report is available in the Resource Room and online at www.ipfw.edu/about/strategic-plan/IPFW-accomplishments-yr6.pdf. Information from the 2007 report was used as a resource in drafting the current strategic plan. The annual report process resumed in November 2009, reporting on progress made during the first year of the new Strategic Plan for 2008–14.

Besides the national surveys, internally generated reports are analyzed and used for planning. These reports include enrollments in various categories, retention and graduation rates, budget support across academic units, adequacy of financial aid budgets, and utilization of various campus services, such as the Health and Wellness Clinic, tutoring and counseling services, and Career Services programs. Some programs, such as Student Orientation, Advising, and Registration (SOAR) and CELT faculty development programs, also conduct direct participant surveys of satisfaction.

Internal Communication

In order to promote the culture of institutional dialogue, the chancellor holds annual retreats for deans of colleges/schools and senior administrators from all other areas. The retreat provides a forum for each area of the university to present both accomplishments of the past year and plans for the coming year.

The Office of Academic Affairs holds an annual deans and chairs retreat. At this retreat, critical issues such as accreditation, promotion and tenure, and assessment are discussed as well as chairs' issues. The retreat also serves as the forum for reviewing progress on Academic Affairs' priorities for the past year and for formulating priorities in the coming year.

Boards of Trustees and External Oversight

As an affiliate of Indiana University and Purdue University, periodic reports are presented to the Board of Trustees for each university. IPFW provides annual reports to the Purdue Board of Trustees about progress under the Strategic Plan. Reports to the Purdue board contain metric and benchmark data that show IPFW's progress toward meeting institutional goals and demonstrated effectiveness in fulfilling its mission. The reports include regular, system-wide information on budget plans, retention and graduation rates, financial aid awards, and other topics. Additionally, each of the Purdue campuses provides a regular report to the board on current priorities and events, with separate reports provided by the chancellor, speaker of the Purdue faculty, and student body president. Moreover, IPFW's data is also included in various system-wide reports to the Indiana University Board of Trustees.

IPFW's candidates for promotion and tenure are recommended to, and approved by, the Board of Trustees of each university, according to the academic affiliation of the candidate's department. Furthermore, proposals for new academic programs are approved by the board responsible for the academic discipline in question, and are subsequently approved by the Indiana Commission for Higher Education.

Extensive amounts of IPFW data are also reported to the Indiana Commission for Higher Education as part of the biennial budget process. In addition, annual reports are provided to the commission about enrollments, financial aid, degrees granted, retention, and graduation rates.

Other Evaluations and Assessments

The university's financial condition is evaluated annually by the Higher Learning Commission through the financial ratios, and this report also includes Moody's evaluation for creditworthiness. The most recent HLC financial ratio report is available in the Resource Room.

Financial operations are also audited annually by the Indiana State Board of Accounts, and the university's A-133 audit report is available in the Resource Room and online at www.purdue.edu/sps/pdf/A133.pdf. The annual Internal Audit process also serves to confirm the effectiveness and accuracy of financial operations. A similar audit process is completed annually for the intercollegiate athletics program. The athletics program also completed its Division I certification shortly after the transition to Division I and is scheduled for its next certification review in 2012–13.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The university's Strategic Plan for 2001–07 set the stage for a new era of planning and of evaluation of accomplishments. Implementation of that plan also led to the establishment of more formal planning efforts across the university and to the organization of these plans according to the Strategic Plan dimensions and priorities. The Strategic Plan for 2008–14 is continuing this tradition and provides assurances that the university can continue to fulfill its mission and continue to improve the quality of its programs, services, and activities.

The university's record of reorganizing its programs and services provides further evidence of the effectiveness of the university's planning processes. Several examples are listed below:

- A director of assessment position was established in 2003 to strengthen program assessment.
- In 2005, staffing in the Office of Institutional Research and Analysis was increased to provide expanded data support for planning initiatives and for evaluation of university progress.
- The Office of Research and External Support was established in 2002 to promote efforts to increase grant and contract support.
- In partnership with Indiana University Bloomington and Purdue University West Lafayette, the Office of Engagement was created in January 2006 to facilitate the utilization of university intellectual property to enhance new and existing regional businesses.
- Staffing in the Office of Development was increased to support expanded efforts to gain private support for the university.
- The Division of Continuing Studies has repeatedly reorganized its staffing and organizational structures to support continued growth in both credit and noncredit programming.
- The Office of Graduate Studies was established in 2003 to coordinate the university's growing number of graduate-level degree programs.
- The consolidation of related academic support services into the Academic Success Center has been a way to promote student success and improve effectiveness in providing these services.
- The establishment of an Enrollment Management administrative unit in 2007 was designed to improve coordination among the Admissions, Registrar's, Bursar's, Financial Aid, and International Student Services offices.

In addition, the planning process has proven to be flexible enough to incorporate emerging issues and opportunities, including:

- Planning for the establishment of Division I athletic programs.
- Planning for the establishment of Student Housing, including the Phase II and Phase III expansions with classroom and other support facilities.
- Planning for the establishment of the Northeast Indiana Innovation Center on university grounds and for the related allocation of university research funds.
- Planning for the acquisition of part of the site of the former State Developmental Center.
- Planning for the affiliation of the Twenty-first Century Scholars program with the university and for the Upward Bound and Trio grants to the university.

- Planning for collaborations with the area defense industry.
- Planning for energy savings facilities projects with special state bonding authority.

Summary

Strengths

- The university has established effective planning and evaluation processes that are centered on the Strategic Plan.
- The continuing growth of the university's campus and physical plant has created an environment that is widely considered to be safe and attractive, and increased emphasis has been placed on using campus facilities and grounds as sites for public events.
- The strength of community support for the university has been demonstrated by increasing levels of enrollment, gifts, and locally based grants and contracts.

Challenges and Opportunities

- The state budgeting context has been significantly affected by current economic conditions and is likely to lead to constraints on university appropriations for the foreseeable future.
- The IPFW governance process is undeniably complex, with linkages to two university systems, although it is well understood by those responsible for administrative activities.

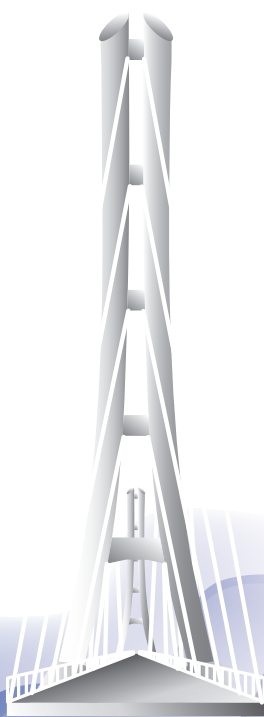
Conclusion

IPFW has clearly transformed itself into a future-oriented organization, one that uses the strategic planning process to prepare the university to meet the educational needs of northeast Indiana. It is a learning-focused organization that has used its Baccalaureate Framework as the foundation on which to base the mission of its academic units as well as its student support infrastructure. It is a connected organization that supports its community through outreach programs such as the Community Research Institute and collaboration with the adjacent Northeast Indiana Innovation Center. IPFW enjoys strong community support as demonstrated by increasing levels of enrollment, gifts, and locally based grants and contracts. It is a distinctive organization with a clear mission, the only large university in northeast Indiana offering a broad array of undergraduate and graduate degree programs. It is a university committed to continuous improvement of its services and infrastructure. All of these elements combine to make IPFW a distinctive organization, well-suited to meeting the needs of its constituents today and into the future.

The university recognizes that, in spite of its successes, it faces continuing challenges. The state budget has been significantly affected by external economic conditions and is likely to lead to constraints on university appropriations for the foreseeable future. IPFW will also continue to streamline its complex governance structure.

Chapter 3:

Student Learning and Effective Teaching



Comprehensive ▼ Innovative ▼ Excellent
OUR BRIDGE TO THE FUTURE



Indiana University–Purdue University Fort Wayne

CHAPTER 3

Criterion 3: Student Learning & Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

Student learning and effective teaching are at the heart of IPFW's mission. The mission states: "IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources."

As an academic community in the broadest sense, IPFW embraces student learning as a value that cuts across the traditional institutional divisions of academic, student, and financial affairs. IPFW is committed to implementing effective learning environments that are continually improved through assessment. Consequently, the assessment of learning and teaching is fundamental to the university's efforts to ensure it is meeting its core mission to serve the educational needs of northeast Indiana. Chapter Three examines the myriad evidence for IPFW's teaching effectiveness by examining the university's commitment to program assessment and review. Furthermore, Chapter Three demonstrates how assessment data are used for program improvement. Assessment of the general education program and the publication of assessment efforts through the Voluntary System of Accountability are discussed in detail in Chapter Four of this self-study.

Core Component 3a: The organization's goals for student learning are clearly stated for each educational program and make assessment possible.

Overview of Assessment at IPFW

IPFW is an institution committed to assessment at all levels (student, course, program, and institution). The university has made great strides integrating the work at each of these levels and is dedicated to the continuation of this process.

Newly admitted IPFW first-year students are required to take a placement exam for mathematics and reading and to participate in a self-placement process for writing. Placement helps to ensure that students are enrolled in courses for which they have acquired the prerequisite skills. Throughout their academic journey at the institution, students undergo periodic assessment to determine whether goals set by academic and cocurricular programs are being achieved. Departments/programs also contact graduates, former students, and employers to ensure that the institution is meeting its overarching goal of producing citizens who are capable of enhancing the social, economic, cultural, civic, and intellectual life in the region and beyond.

Assessment at IPFW is faculty-driven and includes assessment by staff in appropriate units. The university-wide Assessment Council, which is responsible for reviewing assessment activities (planning, implementation, reporting, closing the loop) of all academic and cocurricular programs, includes the director of assessment, a representative from each college/school/division, a representative from one of the counseling and advising centers in Student Affairs, a library representative, the head of the general education subcommittee, and a representative from the Office of Academic Affairs. Created by the IPFW Senate, the Assessment Council is chaired by a faculty member.

Pedagogical Framework for the IPFW Baccalaureate Degree

Since the previous continuing accreditation report to the Higher Learning Commission of the North Central Association, IPFW has redefined its academic goals and mission. The previous goals and objectives for the IPFW baccalaureate degree had been created two decades ago in March 1989. Given the dramatic growth of the

university in this time, the Educational Policy Committee, with the support of the Office of Academic Affairs, spent the better part of two academic years crafting a new set of institutional learning outcomes. In 2006, the IPFW Senate approved the set of institutional learning outcomes for students pursuing the baccalaureate degree. Called the Pedagogical Framework for the IPFW Baccalaureate Degree (or more briefly, the Baccalaureate Framework), these learning outcomes were developed based on broad consultation among all major stakeholders including faculty, students, and administrators from Student Affairs and Academic Affairs. The framework clarifies what an IPFW education and degree mean to graduates, and incorporates the broad offerings of the university into one pedagogical structure. As one faculty member aptly noted, “a clear framework should help IPFW graduates identify what is definitive about their IPFW education and degree.” Further, the framework’s high-profile presence (framed copies are posted ubiquitously across campus) reinforces the goals and objectives of education at IPFW for faculty, students, and the broader community. The Baccalaureate Framework expands upon the original goals and objectives by identifying six foundations of the IPFW baccalaureate educational experience as follows:

Acquisition of Knowledge: Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

Application of Knowledge: Students will demonstrate the ability to integrate and apply that knowledge, and in so doing, demonstrate the skills necessary for lifelong learning.

Personal and Professional Values: Students will demonstrate the highest levels of personal integrity and professional ethics.

A Sense of Community: Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

Critical Thinking and Problem Solving: Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication: Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

The framework articulates an educational contract between IPFW and its students. This contract emphasizes a set of knowledge, skills, and behaviors that each student will achieve during the process of earning a bachelor’s degree at the institution. Students who earn a baccalaureate degree at IPFW will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world. To that end, IPFW continually develops and enhances curricula and educational experiences that provide all students with a holistic and integrative education.

These pedagogical foundations in total provide the framework for all baccalaureate degree programs. Inspired by the Association of American Colleges and University’s Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes, the framework was designed to prepare IPFW graduates for a lifetime of learning and social responsibility. The foundations are interdependent, with each one contributing to the integrative and holistic education offered at IPFW. The university has developed a series of evaluation activities to ensure that student learning outcomes are clearly stated for each educational program and that regular ongoing assessment of these outcomes leads to program improvement.

Each academic program assesses how and where the dimensions of the Baccalaureate Framework are addressed in its curriculum and rewrites objectives for better alignment (as needed) as part of the regular seven-year cycle of program review. Academic departments have already submitted documents indicating the extent to which each undergraduate program’s goals conform to the pillars of the framework. The process of creating/reviewing curriculum maps to document the linkage between program outcomes and the framework is currently being conducted.

Student Affairs adopted the Baccalaureate Framework as its set of learning goals. Each administrative unit within Student Affairs mapped its programs and services to the six learning goals and has an ongoing assessment program to evaluate the impact of those programs and services on student achievement for each of the six goals.

While assessment of student learning at IPFW is conducted at three levels (course, program, and institution), the university's assessment reporting process places emphasis on documenting evidence of learning at the program and institutional levels. Efforts towards assessment of general education and the Baccalaureate Framework apart from individual degree programs are discussed in detail in Chapter Four of this self-study report.

Support for Assessment

The director of assessment is responsible for coordinating the implementation and documentation of assessment of student learning at IPFW. The director reports directly to the Office of the Vice Chancellor for Academic Affairs. Among other things, the Office of Assessment assists faculty, academic divisions, and academic-support units to (1) develop learning outcomes and assessment tools, (2) develop plans to measure the effectiveness of curricular and cocurricular activities, and (3) use assessment results to create a culture of continuous improvement.

The university provides additional resources for assessment through training. The Office of Assessment collaborates with the Center for the Enhancement of Learning and Teaching (CELT) to conduct ongoing workshops for faculty and administrators. Student Affairs conducted an assessment workshop as part of its professional development program. Additionally, IPFW provides financial support for faculty/administrators to attend regional and national professional development conferences on assessment.

Through ongoing consultation between academic affairs and faculty, it was determined that there was a need for additional financial support to help departments implement assessment processes. In 2002, the vice chancellor for academic affairs, through the Office of Assessment, established a mini-grant fund to help support efforts to improve assessment of student academic achievement. The award amount is generally between \$300 and \$750. At the end of the spring 2009 semester, approximately \$9,400 had been given to academic units to assist with assessment-related activities. Listed are examples of how departments used the mini-grants:

- The Department of English and Linguistics provided stipends for part-time faculty who helped to evaluate a sample of research papers collected from general education writing courses. The results of the evaluation have already been submitted and are now part of the department's discussion for curricular change.
- The Department of Consumer and Family Sciences (CFS) supported a student worker to do data entry. CFS is conducting a needs assessment to determine students' needs regarding the scheduling and sequencing of courses.
- The Department of Communication supported departmental assessment committee members to travel to the IUPUI Assessment Conference. This resulted in significant revisions to the department's assessment plan.
- The Department of Psychology funded a temporary staff position to assist with compiling data collected from a survey of majors and alumni. This data played a major part in the department's program review, and it also led to revisions in its assessment plan and to curricular changes.

In addition to the assessment-mini grants, in 2009 the Office of Academic Affairs introduced the Vice Chancellor Assessment Project (VCAP) grant to support efforts to document evidence of student learning and make curricular changes based on that evidence. The award amount of \$1,000–1,500 is intended to fund projects that have the greatest likelihood of maximizing impact on student learning. VCAP grant proposals are funded based on their propensity to move a department beyond where it is in terms of assessment and/or to assist a department with the adoption and implementation of innovative assessment techniques.

A 2009 VCAP grant was allocated to the library to model a method of information literacy assessment using bibliometric analysis. Librarians are working to assist faculty in integrating information literacy skills and

assessment into the curriculum. The eight information literacy proficiencies identified, defined, and recommended by the Senate Library Subcommittee became part of the general education requirements in 2002. As a result, the Baccalaureate Framework includes information literacy components in each of the six learning objectives.

Commencing in spring 2010, the Office of Academic Affairs, in consultation with the Assessment Council and the Office of Assessment, presented the first annual assessment awards luncheon. The ceremony offered an opportunity for the institution to showcase what has been done by the Office of Academic Affairs, course instructors, academic departments, and academic support units to enhance the culture of learning. During the luncheon, awards were presented to individual faculty (or a group of faculty who collaborated to conduct an assessment of a given course) and programs that provided exemplary evidence of assessing and using assessment results to impel curricular reform. The celebration provided an opportunity for professional development. Award recipients and selected finalists conducted poster sessions before and after the ceremony to highlight their assessment practices.

Assessment of Academic Program Outcomes

Academic departments are required to develop an assessment plan for each certificate, associate, baccalaureate, and master's degree program. The university requires assessment plans to be coordinated with ongoing institutional assessment practices that promote learning (e.g., program review and accreditation). Each assessment plan includes the following: (i) program goals/learning outcomes, (ii) multiple (both direct and indirect) measures of student achievement, (iii) a description of how the assessment exercise will be conducted (including sampling strategy and timeline), (iv) the criteria for success, and (v) the process of making program changes based on assessment results. Assessment plans are developed and implemented by a team of faculty members within each department.

Learning outcomes are assessed in the majors to (1) determine the quality of each program, and (2) provide evidence for programmatic changes and needed resources. Each department is required to submit an annual assessment report using a common university-wide template. A recent report on the status of assessment at IPFW suggests that assessment practices vary across programs; some are more actively involved in the process than others. Table 3-1 provides a brief overview of the number and percentages of all IPFW's degree-granting and certificate programs that are actively engaged in assessment activities. A detailed report, with breakdown of assessment activities by colleges/divisions, is available in the Resource Room (IPFW Status of Assessment Report). Assessment plans and reports are available in the Resource Room and at www.ipfw.edu/vcaa/assessment/assessment.shtml.

Table 3-1: Overview of Assessment Activities at IPFW

Activity	Number of Programs	Percentage of Programs
Have mission statement	162	100%
Have learning goals/outcomes	145	89.5%
Have assessment plan	132	81.5%
Have submitted assessment report	123	75.9%
Provide evidence of closing the loop	119	73.5%

There is evidence that assessment results have influenced program changes. For instance:

- The Department of Fine Arts decided that full-time faculty should be placed in all foundation drawing courses, whenever possible, and that foundation drawing courses taught by limited-term lecturers should be monitored to ensure that the courses meet the standards as defined by the National Association of Schools of Art and Design.
- The Department of Music is in discussion with the Department of Communication regarding collaboration for practicum and internship experiences. The music department believes that these experiences, delivered by and through another academic department rather than through nonacademic

external agencies or freelancing technicians, will be taught and monitored more effectively thus providing the student with a better educational experience.

- The Department of Organizational Leadership and Supervision revised its curriculum to require another English course for students in its associate and baccalaureate degree programs.
- The dental hygiene associate degree program recently conducted a curricular revision to improve quality based on feedback from graduates.
- In an effort to retain freshmen on the campus and in the major, the Department of Communication Sciences and Disorders recently developed a peer mentoring program that pairs junior and senior mentors with freshmen.
- The graduate program in the Department of Mathematical Sciences recently piloted a two-hour course for students enrolled in its teaching program. The course was designed to address the recurring comments from students that they needed more courses that directly help them in teaching mathematics. The trial was a success, and the department is now moving to make the course a requirement for teaching majors.
- The Doermer School of Business and Management Sciences implemented a new Introduction to College and a Business Career course in 2007. Students taking the course have a retention rate to the next semester of 96 percent, while students not taking the course have an 89 percent retention rate.
- The management and marketing department is repositioning societal, legal, and ethical implications of business decisions from the sophomore to the senior year in order to have better-prepared students in the functional areas of business decision making.
- The Department of Accounting and Finance implemented a new curriculum for the accounting concentration in 2004. The impact of this change is seen in the increase in CPA exam pass results. In 2005, the overall pass rate was 31 percent, compared to a national average of 30 percent. In the most recent results (2008), IPFW's overall pass rate was 48 percent, which is 55 percent greater than the national average of 31 percent.

While striving to maintain excellence through direct and indirect measurement of learning outcomes, academic departments also keep a keen eye on accountability data (e.g., graduation rates, retention rates, passage rates on external exams, placement rates, and transfer rates) and implement changes, as needed, to enhance quality.

Licensure Examinations

Many programs at IPFW use the student success rates on licensure examinations as an external exit assessment measure. IPFW student scores on these examinations have been remarkable. As a metric in its current Strategic Plan, IPFW has established a goal of a 95 percent pass rate for each of the exams listed below. That goal has been met or surpassed for every examination.

Table 3-2: Licensure Examination Pass Rates

Examination	2007–08	2008–09	Target	Status
Dental Assisting	96%	100%	95%	above target
Dental Hygiene	100%	100%	95%	above target
Dental Lab Tech	94%	100%	95%	above target
Radiography	100%	100%	95%	above target
Praxis I (Education)	100%	98%	95%	above target
Praxis II (Education)	97%	98%	95%	above target
Nursing	89%	100%	95%	above target
Engineering	80%	100%	95%	+5%

Accredited Programs at IPFW

IPFW strives to maintain excellence in teaching and learning for all students. One of the ways that the university pursues the culture of continuous improvement of its programs is through accreditation with nationally and internationally recognized professional accrediting agencies. Currently, 29 of the university's academic programs are accredited. Below, please find a list of colleges/schools/division and their respective program accreditations:

College of Engineering, Technology, and Computer Science

Engineering Accreditation Commission Committee (EAC) of ABET Inc.

Computing Accreditation Commission Committee (CAC) of ABET Inc.

Technology Accreditation Commission Committee (TAC) of ABET Inc.

Richard T. Doermer School of Business and Management Sciences

Association to Advance Collegiate Schools of Business (AACSB International)

College of Arts and Sciences

American Chemical Society (Chemistry)

School of Education

National Council for Accreditation of Teacher Education (NCATE)

Indiana Department of Education

College of Health and Human Services

American Dental Association

Commission on Accreditation of Allied Health Programs (CAAHEP)

Joint Review Committee on Education in Radiologic Technology (JRCERT)

National League for Nursing Accrediting Commission (NLNAC)

College of Visual and Performing Arts

National Association of Schools of Music

American Music Therapy Association (AMTA, formerly NAMT)

Division of Public and Environmental Affairs

National Association of Schools of Public Administration and Affairs (NASPAA)

Accreditation of additional programs is currently being pursued.

Assessment of Distance Education Courses

Online courses have become a significant component of IPFW's academic offerings, currently accounting for 12 percent of the total credit hours generated. In 2009, 75 percent of baccalaureate degree graduates had earned at least one online credit and 19 percent had 12 or more online credits. To ensure that the quality of teaching in an online environment is similar to that of the traditional classroom environment, the IPFW Senate, in 2000 approved a set of operating principles to guide the teaching of distance education courses. These operating guidelines form the core values of the university's Distance Education Coordination Committee (DECCO). The approved principles emphasize that "distance education improves student access and success. Selected courses and programs can be made accessible via distance education to appropriately prepared students whose educational needs are better met by unconventional programming."

In 2007, the vice chancellor for academic affairs organized a task force consisting of seven faculty representatives (including three chairs, an associate dean, and a librarian) from across the university, the associate vice chancellor for enrollment management, the director of the Division of Continuing Studies (DCS), a DCS administrative staff member responsible for the coordination of online courses, and the director of the Center for Excellence in Learning and Teaching, to develop guidelines for the administration of distance education with specific emphasis on the role of online courses in the university's future. Among other things, the task force recommended, "Department chairs should plan online and other distance courses in much the same way as they plan any kind of delivery of courses," and that departments "develop a system for evaluating their online courses comparable to the one they use for evaluating face-to-face classes, including some items that are particularly relevant to online courses."

Along those lines, the unit responsible to assist with faculty professional development, the Center for the Enhancement of Learning and Teaching (CELT), in consultation with DECCO, adapted a “Quality Matters™” rubric to guide the development of new online courses and maintain the excellence and consistency of existing courses. Adapted from versions of the Quality Matters™ online course design rubric, developed by Maryland Online with partial support from the Fund for the Improvement of Postsecondary Education (FIPSE), this rubric is divided into eight sections: course overview and introduction, learning objectives, assessment and measurement, resource and material, learner interaction, course interaction, learner support, and accessibility.

The section on assessment stresses the need for online instructors to ensure that “assessments, learning objectives, and learning activities align in a clear and direct way,” and that “assessment formats provide a reasonable way to measure the stated learning objectives.” Elsewhere, instructors are informed that “students learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students.” The Quality Matters™ rubric is available online (www.ipfw.edu/dcs/dlcoursedev/qualitystandards_rubric.pdf) and in the Resource Room.

The rubric provides a standard that each online course instructor uses to ensure that the quality of course content remains the same regardless of the delivery mechanism. CELT has trained a faculty team on how to implement the Quality Matters™ rubric; these trainees serve as peer reviewers and advisors to new and existing online course instructors who are beginning and/or continuing the process of modifying their curriculum to conform to the standard.

Assessment of Student Affairs Programs

The overarching goal for assessment in Student Affairs is to evaluate programs for the purposes of improvement in pursuit of supporting student success. Results from assessment activities in Student Affairs provide evidence of programs and services that contribute to student learning. Recent examples include the following:

- The Center for Academic Support and Advancement (CASA) provides an array of support services for promoting students’ academic success. One of these services is the Critical Inquiry (CI) course emphasizing critical reading and thinking skills. CI, which is recommended for students with SAT Critical Reading scores below 440, is linked with a course that historically has proven problematic for lesser-prepared students (e.g., Elementary Psychology). In fall 2008, only 39 percent of CI-eligible students who did not participate in CI-linked Elementary Psychology (PSY 120) completed PSY 120 successfully whereas 89 percent of the students who took the CI linked to PSY 120 earned a grade of C or higher in PSY 120.
- Data from the Student Orientation, Advising, and Registration (SOAR) program for 2009 indicate 99 percent of participating incoming students and 100 percent of participating family members of those students agreed or strongly agreed that SOAR clearly outlined the expectations of IPFW for students as active participants in the university community; 95 percent of student participants agreed or strongly agreed that SOAR provided the information they needed to begin an academic plan for degree completion; and 97 percent of participating family members agreed or strongly agreed that attending SOAR helped them be better prepared to support their college student.
- The Mastodon Advising Center (MAC) provides academic advising to exploring students (those provisionally admitted), deciding students (those determining a major), and re-entering students (those returning from academic suspension). The unit advises 19 percent of the student body at IPFW. Data indicate that 90 percent of students served in MAC agreed or strongly agreed that their advisors helped them learn specific information about the requirements for their major, and a similar number indicated the MAC advisors offered them appropriate referrals for assistance as needed.
- IPFW Student Housing (managed by American Campus Communities) conducts an annual satisfaction survey. This survey identifies areas to review and improve the service to students. In past years, the survey identified issues including the availability of computing services and a desire for more opportunities for interaction with other students. As a result, three 24-hour computer labs were added,

as well as game areas including ping-pong and billiards. This year, the survey identified that the wireless service is not as reliable as students would like, and plans are underway to improve that service.

- The construction of the new housing phase was also heavily influenced by student input. In order to create a successful environment, students were surveyed and focus groups were held. The students provided feedback that resulted in more social gathering spaces, an additional level of privacy for some units, a different look for the kitchens, and some units with a washer and dryer.

Towards a University-wide Program Assessment Management System

In 2007, the OAA set up an ad-hoc committee to explore the possibility of acquiring a university-wide electronic assessment management system. The committee included faculty, administrators, and representatives from the Assessment Council. Several vendors were invited to campus to demonstrate their products. From the variety of choices, the subcommittee recommended that IPFW pilot the eLumen Achievement Management System. A training workshop, jointly facilitated by the Office of Assessment and the selected vendor, was held in early 2008. It was anticipated that a roll-out of the product could start as early as the beginning of the fall 2008 semester.

While it initially appeared that e-Lumen would offer the university a flexible system at a reasonable price, it soon became evident that the new assessment management system did not meet the existing needs of the institution. Several programs piloting the software reported the absence of an adequate hierarchical structure that linked classroom assessment to program assessment. The university has discontinued further use of the system and has directed the Assessment Council to revisit the software management issue; that discussion is ongoing.

Challenges/Plans for the Future

Like many other colleges and universities, the culture of assessment at IPFW is not consistent across all units. While some programs, especially accredited programs, are rigorous in conducting annual assessment activities, others have been slow to adopt the practice. The inconsistency in assessment practices across departments was discussed at a recent deans and chairs retreat held during the spring 2009 semester, and two primary problems were identified: (1) the need for additional training and financial resources and (2) the need to streamline the annual reporting process.

IPFW has already started to take steps to remedy these challenges. In Student Affairs, reporting of assessment accomplishments and future assessment plans have been included in the annual report format. The VCAA has committed to provide additional funding, through the assessment mini-grant program, to academic programs and to link assessment and program review findings to departmental budget allocation. Moreover, a team of deans, chairs, and administrators met during summer 2009 to restructure the annual reporting process.

Finally, the creation of a Baccalaureate Framework will remain a cliché unless the institution is able to ensure that these learning outcomes are operational at every level of the institution and that assessment of the outcomes provides information for program improvement. By creating a linkage between program outcomes and the institutional learning outcomes, the Baccalaureate Framework can be assessed by evaluating each program's outcomes. This creates a flexible and manageable structure of collecting data, analyzing results, and using information to enhance the culture of learning.

Core Component 3b: The organization values and supports effective teaching.

IPFW values and supports effective teaching in many ways: 1) exhibiting a commitment to teaching; 2) hiring qualified faculty; 3) providing multiple methods of teaching support and development of pedagogy, technology, and innovation; and 4) effectively evaluating and rewarding teaching. The university accomplishes this through departmental, college/school, and campus standards, support, and rewards. Three other organizations also provide support for quality teaching: the Faculty Colloquium on Excellence in Teaching (FACET), the Center for the Enhancement of Learning and Teaching (CELT), and Information Technology Services (ITS). The following section summarizes the multiple and varied ways this happens at IPFW.

Commitment to Quality Teaching

IPFW's commitment to teaching and quality education can be seen prominently in the mission statements of IPFW; its colleges, schools, and divisions; and the individual departments. IPFW's mission statement, as described in the Strategic Plan (available in the Resource Room) states that we "support excellence in teaching and learning." This simple statement is supported throughout the Strategic Plan; in the values: "strong general education program and baccalaureate framework," the vision: "exceptional environment for teaching, learning, and student achievement," and the first of the goals: "Foster learning and create knowledge." This emphasis on teaching and learning is echoed in the mission statements of all 10 colleges, schools, and divisions with such public comments as "the college is committed to excellence in teaching" (College of Health and Human Services) and "creating and executing effective teaching" (School of Education). All 10 mission statements and the URLs are available in the Resource Room.

Individual departments also reflect an emphasis on excellence in teaching: "to be a leader in providing excellence in undergraduate and graduate nursing education with distinction in nursing practice" (Department of Nursing); "offers, develops, and continuously improves educational programs" (Department of Manufacturing and Construction Engineering Technology and Interior Design); and "provide a rigorous, innovative, and relevant academic program...provides a variety of learning experiences." (Department of Psychology). (Mission statements for departments and programs are available in the Resource Room.)

Qualified Faculty

As of fall 2009, IPFW employed faculty as documented in the following tables:

Table 3-3: IPFW Full-time Faculty

Full-time Faculty	Total	With Terminal Degree (Ph.D., Ed.D., M.F.A.)	% with Terminal Degree
Professor	94	92	97.9%
Associate Professor	125	122	97.6%
Assistant Professor	137	118	86.1%
Instructor	20	6	30.0%
Lecturer	48	27	56.3%
Total	424	365	86.1%

Table 3-4: IPFW Part-time Faculty

Part-time Faculty (Limited-Term Lecturers)	Number at this level	% of Total
Ph.D.	24	6.35%
Professional Doctorates	16	4.23%
Master's Degrees	208	55.03%
Bachelor's Degrees	83	21.96%
Associate Degrees	2	0.53%
High School Diploma	3	0.79%
Other	42	11.11%
Total	378	100.00%

Note: The master's degree is generally the minimum educational credential for limited-term lecturers. Those without this credential must have alternative qualifications, such as professional certification or extensive professional experience.

Professional Development and Support

Teaching: Support/Development. Much of the information about the support, reward, and evaluation of teaching was gathered by surveying the chairs and deans of IPFW. Nineteen department/program heads responded, as did four deans. The survey is available in the Resource Room.

Faculty at IPFW are strongly supported in a variety of ways to develop and improve their teaching. All full-time faculty new to the university participate in a two-day New Faculty Orientation during their first week as university employees. During this time they are introduced to university resources available to them to increase their skills in teaching, including the Center for the Enhancement of Learning and Teaching (CELT). CELT offers a wide variety of services to faculty, including the opportunity to participate in a minimum of two conferences and multiple workshops related to teaching.

In the past three years, 11 of the 19 reporting departments held some kind of teaching development event for full-time faculty and 14 sponsored events for part-time faculty and graduate instructors. These faculty development opportunities ranged from monthly noon meetings and brown bag lunches to discuss grading, syllabi, etc., to faculty retreats and meetings over topics such as using rubrics, establishing learning outcomes, teaching online, and using groups effectively. Schools and colleges (all four of the responding deans) report encouraging the use of CELT, and one holds a faculty development day on topics such as assessment and technology.

Faculty are also supported by encouraging and providing monetary support for their attendance at teaching-related conferences. This includes conferences/meetings about the scholarship of teaching and learning (12 departments, 4 schools/colleges) as well as more general teaching-related conferences (14 departments).

Another primary way that IPFW supports and develops excellent teaching is through the use of mentors or mentoring committees and formative reviews of teaching. Nineteen departments reported mentoring teaching with 16 of those including peer review of teaching in that process. Thirteen of these departments have a formal mentoring program for teaching. These programs include assigned mentors from within and outside of the department, as well as mentoring teams/committees. In 2009, IPFW Helmke Library implemented a mentoring program for new librarians engaging in information literacy instruction.

The support of teaching by faculty, departments, and schools/colleges results in the active participation of faculty in teaching conferences, workshops, and scholarship of teaching and learning. In the last five years, IPFW chairs reported:

- 222 faculty have been active in the scholarship of teaching
- 81 faculty delivered a teaching-related paper at a conference
- 51 faculty published teaching-related research
- 40 faculty published textbooks or other instructional materials
- 46 faculty were engaged in teaching-related research not yet presented or published
- 62 faculty delivered a teaching-related workshop either on- or off-campus.

It is impressive that our faculty are this active and productive given that the deans/chairs rated “pedagogical scholarship and the presentation and publication of teaching materials” as only somewhat important (3.5 and 3.21 respectively on a 5.0 scale) to the evaluation of teaching for purposes of promotion and tenure.

As noted above, three other organizations that strongly support teaching at IPFW are FACET, CELT, and ITS.

FACET (Faculty Colloquium on Excellence in Teaching). FACET is an Indiana University “community of faculty dedicated to and recognized for excellence in teaching and learning. FACET advocates pedagogical innovation, inspires growth and reflection, cultivates the Scholarship of Teaching and Learning (SOTL), and fosters personal renewal in the commitment to student learning.” (www.facet.iupui.edu/). The IPFW FACET group (38 members) supports many of the CELT events (see below for more specifics) and also organizes its own events to support/enhance teaching. In the past few years, FACET has sponsored a Faculty Learning Community for Peer Review of Teaching and a series of monthly lunches to discuss how to improve summative review of teaching at IPFW.

FACET also offers Mack Fellowships, awards of \$1,500 for selected proposals for a scholarship of teaching and learning project. Two IPFW faculty have received Mack Fellowships.

CELT (Center for the Enhancement of Learning and Teaching). On a campus-wide scale, IPFW faculty are supported by CELT. In 1999 CELT was formed as the result of the efforts of a faculty leadership team comprised of FACET members. In the 1999–00 academic year CELT offered 28 presentations on topics identified in a needs survey completed by 107 faculty members. The leadership team became the CELT Advisory Board. In the following year, a half-time director and a part-time secretary were hired, and the board formed three subcommittees to address formative peer review of teaching, collaborative teaching communities, and summer instructional grants. The center was and still is a faculty-directed effort, benefiting from the dedication of an energetic and involved CELT Advisory Board.

In 2004 a full-time director was hired. By this time, CELT staff included the part-time secretary, a full-time instructional designer and a full-time instructional technologist funded with seed money from the Division of Continuing Studies, and a part-time instructional technologist funded directly by the chancellor's office as a webmaster for a variety of OAA Web sites. The new director was also given responsibility for the Learning Resource Center, comprised of a full-time staff of 13. The Learning Resource Center produced graphics, video, and photography for internal communications, research, and instructional purposes; supported fixed and mobile computer technology for general classrooms; supported video and satellite conferencing; and administered the test-scoring and course evaluation services for the campus. Based on the recommendations of a faculty/staff task force convened in 2000, evidence gathered by the director in 2004–05, and a review performed by two outside consultants in 2005, the Learning Resource Center functions were reorganized to align more accurately with units providing the same or similar services. Classroom teaching technologies, as well as video and satellite conferencing, are now supported by Information Technology Services. LRC graphics and photography personnel now work in the Publications division of University Relations and Communications. CELT assumed operation of the test scoring and course evaluation services. A new unit called Audio Visual Technology Support (AVTS) was formed with six of the LRC personnel to provide audio-visual support for campus events and technology to general classrooms in which there is no installed equipment. Overall, faculty and staff are pleased with the new organization.

CELT offers training, consultation, and resources in support of the professional development of faculty and staff involved in carrying out the academic mission of the institution. Annually CELT organizes two campus-wide teaching conferences and approximately 50 workshops, discussions, and presentations, with an average total annual attendance of approximately 400 (CELT's Annual Report for 2008 is available in the Resource Room). Evidence of commitment to professional development is shown by the sources of funding for these conferences: Office of Academic Affairs, Faculty Colloquium on Excellence in Teaching, Academic Success Center, various academic departments, Office of Research and External Support, and Ivy Tech Community College.

Members of the CELT Advisory Board created a teaching fellow program in 2005. In any given academic year, four or five faculty members serve as peer teaching consultants to any colleague interested in working on different aspects of his/her teaching. The Office of Academic Affairs provides funding for small yearly stipends to the fellows. Fellows each serve for three years and work with one to three faculty members per academic year. Thirty different faculty have received consulting services from the teaching fellows since the inception of the program. In 2009, CELT instituted an anonymous online feedback survey to gather evaluation data, which is currently being reviewed.

The number of individual faculty consultations with CELT staff and faculty teaching fellows doubled to 120 between 2005 and 2008. In 2008, the Division of Continuing Studies pledged its support for the addition of an instructional consultant/designer to the CELT staff.

Annually the CELT Advisory Board distributes a total of \$10,000 to four or five faculty who propose to make transformative changes to their course designs. Between 2004 and 2009 the board evolved a program of activities around the entire year of the grant. Grantees now form a cohort that engages in a set of activities together, and focuses on the systematic evaluation of the effects of the changes made in their courses, thereby providing a foundation for scholarly teaching and formal scholarship.

CELT also supports faculty development by helping faculty keep abreast of research/innovations in teaching and learning. For example:

- Speakers at CELT's annual teaching conferences have included teacher-scholars Randy Isaacson of Indiana University, Andy Gavrin and Kathleen Marrs of IUPUI, Adam Weinberg of Colgate University, Ann Wysocki of Michigan Technological University, Todd Zakrajsek of Central Michigan University, Jerry Pattengale of Indiana Wesleyan, Marc Lowenstein of Richard Stockton College, Constance Staley of the University of Colorado, and Sherrie Beattie of Baker College. In 2006, CELT collaborated with the Academic Success Center to bring Harvard scholar Richard Light to campus to discuss his research.
- In October 2008, the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) named IPFW a CASTL affiliate. The campus CASTL committee organized a successful conference in March 2008 entitled "Enhancing Learning through the Scholarship of Teaching and Learning," in which 22 faculty participated as presenters, panelists, and discussants. Kathleen McKinney of Illinois State University presented the keynote address.
- In 2007 CELT began offering workshops and reading circles to familiarize faculty with the process of doing research on teaching and with SoTL literature. This series of events is now a permanent part of the CELT calendar and helps keep SoTL work visible across campus.

Pedagogical Partnerships. CELT seeks to build pedagogical partnerships by inviting faculty and staff from various academic departments and units to present at its workshops, conferences, and other professional development events. With the Office of Academic Internships, Cooperative Education, and Service Learning (OACS), CELT organized four presentations between 2007 and 2009 featuring faculty who integrate service learning into their teaching. Service learning was a major theme in the fall 2006 teaching conference "Community as Classroom, Classroom as Community."

CELT's monthly brown bags include topics of special interest to faculty who teach first-year students or those in the Learning Communities organized by IPFW's First-Year Experience (FYE) program. Since 2005, CELT has provided support to FYE for the design and development of Teaching Support Online, a set of online workshops intended specifically for part-time faculty who teach in the Learning Communities. In 2008–09, two of these workshops, Writing Learning Objectives and Teaching Critical Thinking, were offered online. These workshops will continue to be offered, and other topics will be developed in the future.

CELT is frequently invited to participate in or lead campus-wide committees that are concerned with curriculum development or professional development. The director of CELT chairs the Instructional Technology Coordinating Committee and the Faculty Support Subcommittee of the Distributed Education Coordinating Committee. CELT has led two task force committees related to setting instructional technology policies and to the creation of a curriculum-based multimedia lab.

CELT cosponsors and/or provides services or resources for conferences related to teaching, such as the Fort Wayne Teaching Conference, organized by eight area chief academic officers. This conference, hosted by IPFW, offers the opportunity for regional faculty to present to their colleagues and learn from speakers of national standing such as Sharon Hamilton of IUPUI and Dennis Jacobs of Notre Dame.

CELT, in collaboration with Information Technology Services and other campus units, offers support for faculty use of technology. These activities have included the following:

- In 2005 IPFW adopted eInstruction as its classroom response system for faculty to use for class polling, feedback, etc.; to engage student participation; and for "just in time" teaching. Fifty-eight classrooms are equipped with the system. CPS can be used in any other classroom by obtaining a receiver through the ITS help desk. In fall 2005, CELT conducted a study of the quality of technical support and instructional effectiveness of the clickers. Thirteen instructors representing eight departments used the eInstruction classroom response system ("clickers"). Of the 446 students responding to the survey, 333 either agreed or strongly agreed that answering questions during class helped them better understand the subject matter. The second area of strongest agreement (259 out of 446) was that using the clicker helped the instructor be more aware of students' problems with the subject matter. This finding is a

function of the eInstruction software's ability to instantly display, in chart form, a distribution of the students' answers to a question.

- Support for other instructional software for Web conferencing, plagiarism detection, screen-based tutorials, podcasting, study guide creation, and other applications is available at the CELT Web site (www.ipfw.edu/celt/technology/software.shtml). Based on surveys of technology use conducted by CELT and various task forces, e-mail, Blackboard Vista, PowerPoint, and Internet browsers are the most widely used software for teaching at IPFW. Other software types, excluding discipline specific software, may be in use by 10–15 percent of the faculty.
- CELT offers from 25–30 instructional technology topics per calendar year. These workshops focus on the application of technology to common instructional problems and opportunities. The workshops receive high ratings. A summary of workshop evaluations are available in the Resource Room.
- In 2008, IPFW entered into an agreement with iTunes to set up an iTunes University location on the iTunes Web site. CELT led the design, implementation, and evaluation of this project. A small group of faculty innovators have placed instructional podcasts in the password protected course area.
- Over the past five years, the Division of Continuing Studies, CELT, ITS, and individual faculty have experimented with streaming video media in support of teaching. Video streaming allows easier distribution of lectures and original instructional videos such as scientific experiments or demonstrations of psychomotor skills. The growth of digitized video has required greater knowledge and stricter application of copyright laws. In 2008 in consultation with the library and with Purdue legal counsel, CELT set up a procedure to lead faculty, staff, and students through the process of determining the legality of media use under Fair Use and Teach.
- Two grant programs supported technology-based teaching innovations during the period 2000–09. One was the Leading Educational Application in Design (LEAD) program, which offered faculty teams the opportunity to purchase hardware and software, as well as develop and execute technology-based curricular innovations. Over a two-year period, eight faculty participated and \$46,500 was disbursed. These faculty presented the results of their work in presentations to the IPFW community. Additionally, the Mobile Teaching Environment project, jointly funded by the OAA and CELT, purchased seven laptop computers for use by eight faculty in their teaching. The laptops allowed the faculty to develop multimedia in the same environment in which they presented it. It also allowed two of the faculty to use a Macintosh in the classroom. Faculty participants were encouraged to present their experiences to colleagues, engaged in reflection, and surveyed students for their perceptions.
- CELT has positioned its Web site as a place where faculty and staff can find support for using instructional technologies in teaching. Links to tutorials, information about technologies available at IPFW, tips, strategies, and research about applying technology to teaching are all available at www.ipfw.edu/celt.
- Course development grants offered by the Division of Continuing Studies for the creation or transformation of credit-bearing online courses, the aforementioned DECCO grants, supported not only innovation in course delivery method, but changes in pedagogy as well. Instructors shifted more responsibility for learning to students and began to make heavier use of audio and video media. In 2008 CELT set up a video digitizing service in response to a high demand to put video on the Web, which enabled faculty to stay within the TEACH Act guidelines. In 2008 CELT fulfilled 108 video digitizing requests, 70 percent of which were for distance courses.
- In 2004 CELT received funding from the Division of Continuing Studies for three multimedia workstations to use in training faculty and develop curricular materials. In 2008 68 faculty used the equipment to edit video; create graphics; scan pictures, documents, and slides; develop Powerpoint presentations; and create audio programs.
- In fall 2005 CELT led a needs analysis to determine the scope and type of services needed to support student multimedia project development across the campus. The result was the creation of Studio M, a curriculum-based studio lab located in Walb Union, that opened in spring 2007. Studio M has had a positive impact on the level of technological innovation in teaching at IPFW. In 2008, Studio M was used by 561 students who were enrolled in 127 courses taught by 110 faculty.

- Campus satisfaction with CELT's efforts were assessed in 2007. Overall, the 49 respondents indicated a high level of satisfaction with CELT's program, personnel, and services. However, few respondents had used the CELT Library or visited the blog. Complete results are available in the Resource Room.

Information Technology Services. The use of technology and innovation is encouraged through many of the normal means of supporting teaching (workshops, brown bag lunches, and travel money for conferences), while the primary support for the use of technology in the classroom comes from Information Technology Services (ITS). In addition to the collaborative activities described above, ITS has been involved in the following initiatives:

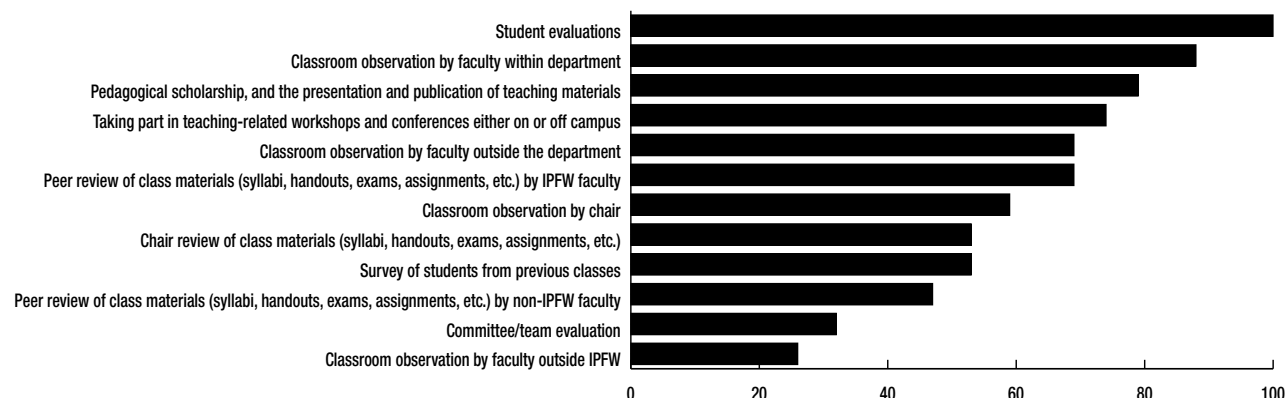
- When reliably functioning technology is available in a classroom, faculty are more likely to use it in their teaching. As of 2009, approximately 86 percent of the general classrooms had installed technology (computer, projector, screen, audio, DVD). Almost 50 of these rooms have a Crestron system, which greatly increases ease of use and provides a way for a faculty member to call for technical assistance without a telephone. The Crestron technology is also available in many other spaces, including meeting rooms and teaching labs. ITS involved faculty in the design of the system, and satisfaction is high, based on the low number of trouble calls received from these rooms.
- ITS maintains five dedicated teaching labs (Neff B27, B39, B41, B88, and B73) available for use in an instructional capacity. In 2008, Neff B73 became a Macintosh teaching lab, and in fall 2009 it became IPFW's first "dual-boot" lab in which all machines will be able to run either Macintosh or Windows OS, affording faculty members maximum flexibility. The rooms consist of 20–28 student stations, one instructor's station connected to a projector, and two printers.
- ITS offers 15 different short (1.25 hour) courses on a monthly basis year-round in Blackboard Vista, Adobe applications, e-mail, Web design, and Microsoft Office. (See schedule at www.its.ipfw.edu/training/schedule.shtml.) These workshops focus on the features of the software. In addition, ITS user technology support staff and CELT staff regularly collaborate in the preparation and presentation of workshops. For example, in June 2009 the user technology support unit of ITS and CELT offered three days of hands-on training in Web 2.0, audio, and video editing using the ITS training facilities and Neff B73 Macintosh teaching lab.
- ITS, CELT, and the Division of Continuing Studies provide extensive tutorials and documentation of instructional technologies on their respective Web sites. Access to these sites is provided at www.ipfw.edu/itco.
- Providing support for technological innovations in teaching requires planning and coordination. In 2005–06 the vice chancellor for academic affairs assembled a faculty/staff task force led by the director of CELT to create a three-year strategic plan for instructional technology for the campus. The VCAA used the plan to create a permanent subcommittee of the Information Technology Policy Committee, the primary information technology policy-making group for the campus. This faculty-staff committee, known as the Instructional Technology Coordinating Subcommittee (ITCO), has focused on gathering and disseminating information about the instructional technology resources available across campus and in the Warsaw campus through its Web site www.ipfw.edu/itco/ and promotional campaign, and has written a portion of the Information Technology Services strategic plan for 2008–11, the first time that a portion of the ITS plan has been devoted entirely to instructional technology.
- The WebCT course management system (CMS) was adopted in 2002–03. ITS and CELT have coordinated their efforts to provide training workshops for faculty. As of 2008, approximately 65 percent of the faculty were using the CMS in some way, either to teach online courses or to support face-to-face teaching. A few faculty, most notably in nursing and education, have redesigned some courses as hybrids or blended courses. WebCT has since been acquired by Blackboard, and integrated into the Blackboard course management system. IPFW currently uses Blackboard Vista as its online course management system.
- In 2007–08 the VCAA appointed a Distance Learning Task Force. This task force studied the growth, funding, and quality of distance learning at IPFW. Using institutional data, interviews with chairs and faculty, and the voluminous literature on distance learning, the task force drew several conclusions and made some

recommendations. Essentially they found that distance learning has grown from 2 percent of credit hours (5,371) in 2001 to about 13 percent (33,647) in 2009. The task force developed specific recommendations for offering, supporting, and teaching quality distance courses. The summary report and recommendations can be found in the Resource Room and at www.ipfw.edu/dlearning/decco/taskforce.shtml.

Evaluating Teaching

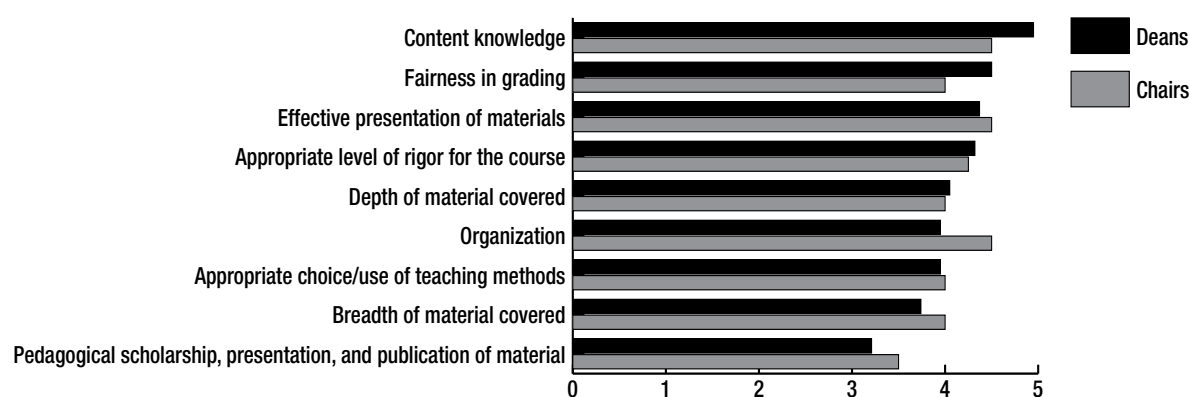
Departments generally follow the multiple methods of the documenting teaching effectiveness objective that has been circulated on campus (“Examples for Documenting and Evaluating Teaching” is available in the Resource Room and online at www.ipfw.edu/vcaa/promotion/PDFs/ExpTeaching.pdf). Over 65 percent of departments report using student evaluations, classroom observations by faculty from within and outside the department, review of class materials, as well as consideration of participation in teaching-related conferences and scholarship of teaching and learning. More than half of the departments report using chair observations of classes and teaching materials and surveys of previous students to provide evidence of teaching effectiveness.

Figure 3-1: Multiple Methods of Documenting Teaching from Promotion and Tenure Cases



The criteria for evaluating effectiveness of teaching are fairly well agreed upon. The following areas of evaluation averaged 4.0 or higher on a 5.0 scale (with 5.0 being very important) as reported by both chairs and deans: content knowledge, effective presentation of material, fairness in grading, appropriate level of rigor, and depth of material covered. Deans also felt that organization, breadth of material covered, and appropriate choice of teaching materials were important. There was less consensus about these items from chairs, although averages were still above 3.5 for each criterion. The only item not scoring above 3.5 for either deans or chairs, as stated above, was presentation/publication of scholarship.

Figure 3-2: Effectiveness Criteria from Deans/Chairs Survey



In 2008, CELT and the Division of Continuing Studies (DCS) incorporated online course design guidelines based on the Quality Matters™ (QM) rubric into the grant application for the Distributed Education Coordinating Committee (DECCO) funding that supports online course development. Faculty members receiving this funding must consent to a formative peer review of the course in order to receive all of the funds. CELT and DCS funded the training of QM peer reviewers. Faculty members who have been recognized by peers as excellent online teachers receive the training. As of this writing, six full- and part-time faculty members had been trained in the online course design review process. The results of the review are intended as a formative evaluation and are not used directly in the promotion and tenure process, unless the reviewed faculty elects to do so.

Rewards and Recognition for Effective Teaching

Although teaching is routinely rewarded via merit raises and promotion and tenure, some departments and schools/colleges go beyond that in recognizing and rewarding teaching. At least four departments provide certificates, outstanding service plaques for advising/teaching, associate faculty teaching awards, and/or an annual teaching excellence award for full-time faculty. Three of the colleges/schools listed specific teaching awards: Delta Sigma Pi Outstanding Professor Award, Advisor of the Year Award, Dean's Accomplishments awards (three per year), and a rotating teaching, research, service award every three years.

There are currently five competitive campus-wide teaching awards conferred annually and publicly announced at Convocation ceremonies at the start of the fall semester. The Associate Faculty Teaching award is given to an outstanding part-time teacher chosen by a committee of faculty. The community-based Friends of the University Award honors an IPFW faculty member for outstanding teaching performance with a cash award and plaque. A cumulative list of award recipients is posted in the Helmke Library and on the Office of Academic Affairs Web site. Area businessman Lawrence Lee, president of Leepoxy Plastics Inc., has established the annual Leepoxy Award for the teacher who has demonstrated exceptional ability in communicating and stimulating students' desire to learn, both inside and outside the classroom. Also, the Division of Continuing Studies Faculty Star Award is given to an outstanding distance educator nominated by his/her students. The Students' Choice Award for Teaching Excellence is coordinated by the Office of Student Life and given to a faculty member at the annual Student Achievement Celebration.

Faculty committed to excellence in teaching may also apply annually to become a member of the Faculty Colloquium on Excellence in Teaching (FACET). Admission to the organization is granted after peer review at the campus and IU system level. Forty-one IPFW faculty are currently members of FACET.

Core Component 3c: The organization creates effective learning environments.

Core Component 3c is highlighted clearly in the second goal of IPFW's 2008–14 Strategic Plan: Develop Quality of Place and Experience. According to the Strategic Plan:

Quality of place is a view of the university campus as a community of learners connected by a commitment to academic achievement and shared values. It is enhanced through a philosophy of inclusion that recognizes the strengths inherent in the diversity of faculty, staff, and students. It is experienced through participation in programs and events important to members of the campus community.

To achieve this goal, IPFW has identified the following measures specifically related to this component:

- Expand academic support for a diverse community of learners to facilitate student success and create a culture of graduation.
- Expand academic support services and processes to identify students who could benefit from use of these services.
- Implement the recommendations identified in the Foundations of Excellence assessment to provide an integrated first-year experience.
- Build a learning commons in Helmke Library and expand academic support for student success.

- Increase library resources and services to support teaching, learning, and research.
- Create attractive and effective learning spaces throughout the campus.

In addition to these measures, over the next five years the university plans to spend \$900,000 to improve classrooms, laboratories, and equipment and support the development of library resources and services.

One example of how IPFW has effectively adapted to an alternative learning environment is evidenced through distance education. Through a variety of distance education courses, IPFW offers a range of educational opportunities that meet the changing needs and lifestyles of today's student. Using multiple distance learning technologies, such as cable television, DVD, teleconferencing, and the Internet, IPFW professors link to students with courses that are thought-provoking and dynamic, and help students pursue their academic goals. Students are also provided with an online tutorial to help orient them to the online learning environment. In addition, faculty who teach online receive weekly tips about the Blackboard learning system to improve student learning.

The growth of distance education courses has been steady. According to the 2009 Distance Learning Task Force Report (available in the Resource Room and online at www.ipfw.edu/dlearning/decco/DLFactSheet.pdf), in 2001, the amount of distance-education-generated credit hours was 5,371 and accounted for 2 percent of the university's total credit hours; in 2009, that number was 33,647 and accounted for 13 percent of the university's credit hours.

The Division of Continuing Studies has also provided increased access for learners through distance learning technology improvements. These have included:

- Forming a committee to research and develop audio and video podcasting.
- Converting existing prerecorded videos to streaming format for inclusion in newly developed online courses (these courses included PHIL 312 and HIST H105).
- Using Apreso recordings from faculty members' live courses in their online courses (these courses included ECON E270, ECON E200, PHIL 110, and PHIL 111).
- Developing a new Web site for distance learning students who use Channel 5 to receive their course content (the site includes a live feed that is viewable anywhere from a computer with Windows Media Player and also includes archived classes).
- Making video streaming available via Apreso from three classrooms.

In addition to offering alternative learning environments, the university strives to provide students with services that will assist in their success in the classroom.

Currently, IPFW offers students more opportunities for academic support and enhancement than any other college or university, public or private, in northeast Indiana. As the largest university in northeast Indiana, IPFW accommodates students with a variety of developmental and intellectual skills. To assist these different types of students, IPFW applies the motto of the National Association of Developmental Education: "Helping underprepared students to prepare, prepared students to advance, and advanced students to excel."¹ To demonstrate the types of support and enhancement available to students to enhance their learning environment, the following programs are highlighted: orientation programs, first-year student program, academic programs, academic support programs, and community programs.

Orientation and Transition-to-College Programs

Realizing the importance of ensuring that students' first encounter with the learning environment is a positive one, IPFW has developed specific orientation programs for several populations, including first-year students, returning adult and transfer students, international students, and student athletes.

¹National Association for Developmental Education. (2009, May 12). *Motto*. Retrieved June 11, 2009, from www.nade.net/aboutNade/motto.html.

SOAR. The Student Orientation, Advising, and Registration (SOAR) program is offered to first-year students and their parents. About 14 one-day orientation sessions are offered between June and August each year. The morning sessions focus on university services and resources available to students, as well as the services and requirements of specific colleges or schools. After enjoying a lunch provided by the university, students then meet with advisors in the department of their major and register for fall courses, while current IPFW students provide parents with a campus tour and answer their questions. Students without declared majors meet with staff from the Mastodon Advising Center. During summer 2009, 1,875 students participated in SOAR. As a result of a recommendation from the Foundations of Excellence self-study and the First Year Council, IPFW recently approved a policy requiring that all entering first-year students must participate in SOAR. As part of preparing to implement this policy, SOAR sessions will now be offered for students entering in both fall and spring terms, and an option to take part in SOAR online will be made available.

To continue first-year students' orientation, a festival called **Freshman Fest** is held prior to the beginning of each semester. This event helps make students' transition to IPFW easier by allowing them to obtain their university identification cards, meet other freshmen, and become more familiar with campus. To ensure this is an appealing event, the university provides students with lunch, a music program, and other student activities free of charge. Just over 1,200 students participated in the fall 2009 Freshman Fest, which for the first time included an invited speaker. More than 600 students attended the Friday evening presentation on how to make the most of the opportunities and responsibilities provided to them.

IPFW On Call, a new service to students, was initiated during summer 2010. IPFW On Call is a centralized phone-in service designed to provide information from a single, easy-to-access number. The phone number is provided to students at SOAR and they will be urged to call it with general questions throughout the summer. Students with financial aid can also call with questions about the status of their aid. The call center is staffed with regular employees from Enrollment Management and student workers.

STARS. The Starting, Transferring, and Returning Students (STARS) program is offered each semester for adult and returning students. Workshop topics include How to Conquer Your Math Anxiety, Time Management, How to Use the Computer for Academic Success, Study Skills and Note Taking, and special issues related to transfer students. Spouses and significant others are invited to attend the workshop, and free childcare for children ages 2–12 is provided. More than 220 students participated in the fall and spring programs during 2009–10. STARS is provided free of charge.

CWRA. The Center for Women and Returning Adults (CWRA) serves as an advocate for women and nontraditional students by providing academic, financial, and personal assistance while simultaneously familiarizing them with the network of services available on campus or in the community. Since 2002, the center has produced an online newsletter, *Rapport*, to address issues essential to this population. To further assist students as they return to college, CWRA offers an online tutorial called College Lingo. This tutorial acknowledges that every occupation or field of endeavor has terminology known only to insiders, and that as an adult student entering college for the first time or re-entering the college community after a lapse of some years, these students may find some of the terms baffling. College Lingo lists some of the many terms that students will hear over and over again in college and helps provide students with an interactive way to become oriented to the university environment.

First-Year Student Programs

Over the past two decades IPFW has developed a growing reputation for its innovative approaches to the administration, instruction, and assessment of first-year students. Since the last comprehensive review, IPFW has used its strategic planning process to guide an intentional review of student success initiatives in collaboration with the offices of Enrollment Management, Institutional Research and Planning, Faculty Affairs, Student Affairs, and Academic Affairs. The institution is not satisfied with its current six-year graduation rate of 21 percent, nor its first-year to second-year retention rate of 62 percent.

In 2007, IPFW participated in the Foundations of Excellence study under the direction of the National Resource Center for the First-Year Experience and Students in Transition. Outcomes from this initiative included the

establishment of the First-Year Council, development of a vision statement for the first-year experience at IPFW, reorganization of the Advising Council, and significant alignment of first-year services. This new alignment brought together the Center for Academic Support and Advancement (CASA), the First-Year Experience (FYE) Program, and the Mastodon Advising Center (MAC) to form the Academic Success Center (ASC). Reporting to the newly titled position of associate vice chancellor for academic success, ASC is housed in Student Affairs and is charged with being the champion of collaboration between Student Affairs and Academic Affairs to support student learning, retention, and persistence through graduation.

The purpose of the First-Year Council is to bring together units across the university that work with first-year students to develop a shared vision, common goals, and coordinated activities. The council's philosophy of the first year at IPFW was adopted in March 2008 and states the following:

The first year for students new to IPFW is a period of transition to the university and, for many, to higher education. The first-year experience at IPFW is designed to encourage students to become independent learners, able to articulate and successfully pursue their own educational and personal goals. IPFW programs and services for first-year students are intended to promote student success through matriculation to graduation.

Using the Baccalaureate Framework as a guide, IPFW fosters the intellectual and social growth of first-year students. In regard to intellectual growth, students are challenged to develop the skills and abilities necessary to acquire knowledge, apply knowledge, demonstrate critical thinking and problem solving, and communicate with others. In regard to social growth, students are challenged to develop the skills and abilities necessary to evidence personal and professional values and serve as productive and responsible members of complex, multicultural, and globalized communities. Students are supported in their efforts to achieve their goals for intellectual and social growth, and their accomplishments throughout the learning process are celebrated.

IPFW encourages a culture of success among first-year students by emphasizing and encouraging the development of a sense of connection among first-year, first-time students and the institution through an integrated program of a) rigorous and challenging academic experiences, b) cocurricular activities that augment ability and achievement, and c) extracurricular activities designed to enrich the overall educational experience. The First-Year Experience at IPFW begins with the university's initial contact with a potential first-year student and concludes with that student's successful completion of 30 hours of study.

The First-Year Experience (FYE) office is one of the units that make up ASC. Working closely with colleagues in Academic Affairs, Enrollment Management, and other units in Student Affairs, FYE is charged with playing a leading role in developing, implementing, and assessing programs for first-year students at IPFW. Current FYE programs include Learning Communities, F3 (a program to encourage interaction between first-year students and faculty outside the classroom), and the MapWorks assessment program.

The First-Year Council recently approved a student handout entitled, "Advisor/Student Responsibilities in the First Year," (available in the Resource Room) developed by the Advising Subcommittee. The handout was first used during SOAR in summer 2008 and was found to be very helpful. A statement encouraging community engagement of students was also developed, and curricular issues are being discussed to determine content that might be needed during the first 30 credits of a student's program to meet the programmatic outcomes.

In 2008, the university approved a proposal to assess a one-time fee to first-year students to generate approximately \$300,000 annually to fund improvements in SOAR; expand COAS W111 Critical Inquiry, which addresses mandatory placement based on students' reading scores; and expand First-Year Experience Learning Communities and other first-year programming.

Retention

The FYE program is just one of IPFW's many retention initiatives. Other recent initiatives have included the "Getting to Graduation" internal marketing campaign, Office of Academic Affairs funding of departmental freshman social events, calling campaigns aimed at nonreturning students, ODMA's Academic Student

Achievement Program (ASAP!), and IPFW Student Housing activities. These and other activities have had some success, and between 2001 and 2009 IPFW has seen significant growth in several key areas. These include total enrollment (10,532 to 13,675), bachelor's degrees conferred (713 to 1,009), and the number of students with senior status (1,410 to 2,255). Importantly, the percentage of students at the sophomore, junior, and senior level has increased from 47 to 56 percent. However, over the same period the fraction of senior-level students that graduated the subsequent year has decreased from 58.9 to 48.1 percent. This data points to an area of concern as IPFW strives to improve student success. The university is only just beginning to analyze this data and look to improve the percentage.

Academic Programs

Honors Program. IPFW's Honors Program is interdisciplinary and open to students of any major. Participation is voluntary, and students can begin the program at any point in their college career. All honors courses are limited to 20 students and are taught by honors faculty. Currently, 34 IPFW faculty hold honors faculty status. During the spring and fall semesters of 2009, 22 honors courses enrolling 194 students were taught. In addition, 75 students took advantage of the H-option, allowing honors-eligible students to receive honors credit in other IPFW courses by engaging in a special project agreed to with the instructor.

The Honors Program provides an effective learning environment known as the Honors Center. The Honors Center is a room on campus with computers and tables that provide students with an excellent place to work, study, and meet new people. In addition, to help create effective learning environments, students automatically become members of the Honors Student Group and can attend its various events. Honors students also get the opportunity to attend the Mid-East Honors Association Conference; this regional conference is where students and professors present information about research, curriculum, and student organizations. The Honors Student Group attends the conference every year to represent IPFW.

Study Abroad Programs. Through study abroad programs, IPFW students have a wide range of opportunities available to them through Indiana University and Purdue University. Students can choose among summer, semester, and academic-year programs in Europe, Asia, Africa, Australia, and South America, as well as Canada, Mexico, and the Caribbean. With the formation of the Office of International Programs (OIP), there are more than five times as many students applying for study abroad programs through IU and Purdue than before. During 2008–09, 102 students participated in study abroad programs. Besides facilitating several new faculty-led travel-for-credit trips, OIP promotes an active exchange program with Seoul Women's University that is rapidly gaining more and more interest on both sides of the Pacific.

The OIP offers weekly study abroad information sessions at which students can hear about the myriad of possibilities for studying outside the United States. The focus is never completely the same from one week to the next, as it is tailored to the interests of the students attending. During International Education Week (IEW) in November, the IPFW community can learn about other countries, gain knowledge about issues of international importance, and enjoy free international food. Each day of the week participants from IPFW's faculty-led study abroad trips delivered presentations about the programs in which they had participated. The week also featured a number of lectures on international topics by IPFW faculty members. Some of the titles included "The U.S., the U.N., and International Law," "Aspects of Intercultural Communication," and "The New Russia." The biggest event of the week was the Fall International Festival in the Walb Student Union Ballroom. More than two dozen groups and organizations from both the university and the Fort Wayne community participated with colorful and informative displays.

ORES. The Office of Research and External Support (ORES) is committed to active learning by undergraduate students through original research and creative endeavor. ORES sponsors summer grants for undergraduate research, undergraduate travel grants, research mini-grants, and the Annual Student Research and Creative Endeavor Symposium.

Academic Support Programs

In addition to assisting first-year students, IPFW's Center for Academic Support and Advancement (CASA) provides and coordinates access to academic support services on campus. The core mission of CASA is to help students within the IPFW community achieve academic success. CASA aims to serve northeast Indiana through outreach and coordination with various community agencies. CASA is responsible for operating the following programs that provide an effective learning environment:

Supplemental Instruction. Supplemental Instruction (SI) is an academic assistance program designed to raise student performance and increase retention. The program is backed by more than 40 years of research from the United States and around the world. SI targets traditionally difficult introductory academic courses, where 30 percent of students earn the grades D or F or withdraw from the course. SI identifies high-risk courses instead of high-risk students, and its goal is to increase the number of passing grades and reduce the number of student withdrawals. SI is open to all students in selected courses on a voluntary basis. The program includes two or more regularly scheduled, out of class, peer-facilitated sessions per week. Sessions are led by a trained student leader and are open to anyone in the class on an as-needed basis. Students learn *how* to study as well as *what* to learn. SI helps to review lecture notes as well as assigned and supplementary readings. Of the top 45 freshman-enrolled courses, 27 percent made use of SI (complete data is available in the Resource Room). During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multisections of the course. Of those courses, 32 percent had at least one student seek SI. The range for the percentage of students using SI is 0.78 percent to 47.86 percent (complete data is available in the Resource Room). SI also leads to higher grades for students enrolled in courses that have high rates of Ds, Fs, and withdrawals (see Table 3-5).

Table 3-5: Supplemental Instruction Impact on Grades

Academic Year	Mean SI Grade	Mean Non SI Grade	Diff in mean SI/Non	SI DFW Rate	Non-SI DFW Rate
Fall 2008	2.0	1.5	0.5	33.0	52.0
2007–08	2.2	1.7	0.5	32.5	37.0
2006–07	2.6	2.2	0.4	27.0	38.0
2005–06	2.7	2.3	0.4	26.0	37.0
2004–05	2.6	1.8	0.8	21.5	34.5
Totals	2.4	1.9	0.5	28.0	39.7

Tutoring. IPFW's tutoring program offers assistance to students who have questions about assignments, need formulas or information clarified, or need other assistance with the particular subject. Through tutoring, students are encouraged to acquire a better understanding of the content, appropriate study skills, and critical thinking skills. These skills assist students to become more independent and confident learners and critical thinkers — skills that allow efficient and effective learning at IPFW and in future careers. Tutoring begins the second week of each semester and ends the week before final examinations. There are three types of tutoring available: drop-in, one-to-one, and online (math only). Of the top 45 freshman-enrolled courses, 84 percent used tutors (complete data is available in the Resource Room). During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multisections of the course. Of those courses, 95 percent had tutors available. The range for the percentage of students seeking tutoring is 0 percent to 24.81 percent (complete data is available in the Resource Room).

Writing Center. The IPFW Writing Center aims to help writers learn to use language more effectively, produce clear writing appropriate to their purposes and audiences, and develop positive attitudes about writing and about themselves as writers. The center features a writing lab, a library, drop-in consulting, and handouts. In fall 2007, the Helmke Library held mobile librarian drop-in consulting hours in the Writing Center, during which students received immediate help with finding research materials. To supplement the mobile librarian drop-in hours, the Writing Center began offering drop-in consulting, during which students receive immediate help with citing sources of information within their papers and help with reference or works cited pages. The Writing Center also offers campus-wide workshops each semester for all students, faculty, and staff interested in techniques to make their writing faster and easier. During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multiple sections

of the course. Of those courses, 82 percent had at least one student visit the Writing Center. The range for the percentage of students seeking tutoring is 0.28 percent to 7.21 percent (complete data is available in the Resource Room). Beginning in 2009, the Helmke Library added instant messaging services to the Writing Center consultants' desktop so that questions could be asked and answered by the library at anytime.

An analysis of the impact of the Writing Center on student grades in first-year writing was conducted, based on data from the 2008–09 academic year. Tables 3-6 and 3-7 show the results of that analysis.

Table 3-6: Effect of Writing Center Consultation on ENG W131 Performance

Grade Group	Writing Center Client		Total
	No	Yes	
ABC	1,482 (70.91%)	325 (87.84%)	1,807
DFW	608 (29.09%)	45 (12.16%)	653
Total	2,090	370	2,460

Chi Square Test shows a significant difference in grades at $p < .0001$

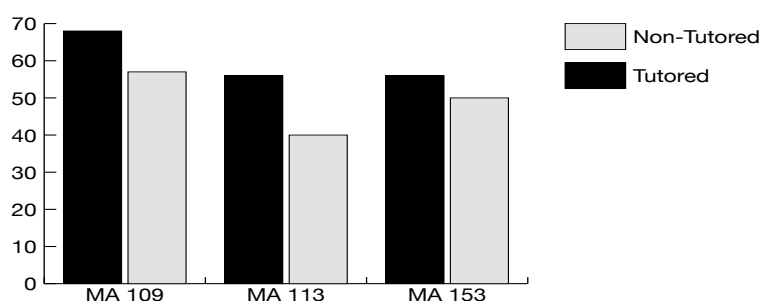
Table 3-7: Effect of Writing Center Consultation on ENG W129 Performance

Grade Group	Writing Center Client		Total
	No	Yes	
ABC	337 (62.41%)	115 (82.17%)	452
DFW	203 (37.59%)	24 (17.27%)	227
Total	540	139	679

Chi Square Test shows a significant difference in grades at $p < .0001$

Math Test Center. The Math Test Center is for students who elect to take Out-of-Class Testing or Flex Pacing. The center is staffed with knowledgeable math teaching assistants. The center allows students to take specific math test(s) more than once, take math tests without a time limit, review errors before retesting, and have the students' highest test scores be calculated in the semester grade. As a result of using Out-of-Class Testing or Flex Pacing, students achieve better understanding of math concepts, reduce test anxiety, and improve scores on math tests. Of the top 45 freshman-enrolled courses, 16 percent used the services of the Math Test Center (complete data is available in the Resource Room). During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multisections of the course. Of those courses, 2 percent used the services of the Math Test Center (complete data is available in the Resource Room). One indicator of the Math Test Center's success is the comparison of success rates of students who received tutoring and those who did not. Across three different classes, tutored students had success rates 16.6 percent higher than those who did not seek tutoring (see Figure 3-3).

Figure 3-3: Spring 2009 Math Success Rates of Tutored and Non-Tutored Students

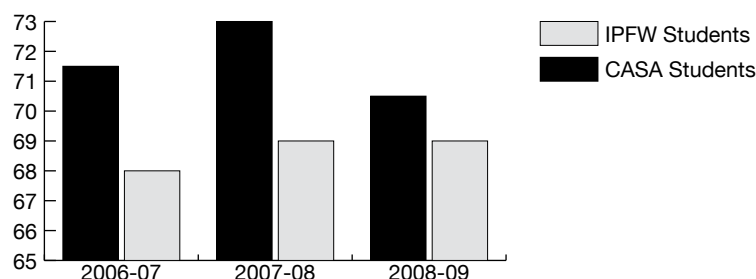


Student Technology Education Programs (STEPS). STEPS offers free technology workshops to IPFW students. Working together, CASA and Information Technology Services offer workshops to provide students with

computer-mediated communication skills essential for college and beyond. Workshop topics include how to use IPFW accounts, Microsoft PowerPoint, Microsoft Word, Microsoft FrontPage, Endnote, and Blackboard. Other workshops focus on formatting papers according to APA or MLA style manuals and how to conduct research using the Web. STEPS workshops are held in a computer lab, so they are hands-on. The workshops are 50 to 90 minutes in length and provide a guide that students may keep for reference. Instructors for the workshops receive training in the applications and use of a computer lab classroom. The curricula for the workshops are developed by CASA, or in some cases, by IU Bloomington and then edited to fit IPFW's computing environment.

Available data demonstrate that students who take advantage of CASA services have better persistence to graduation (see Figure 3-4).

Figure 3-4: Persistence Rates of CASA Students Compared to All IPFW Students



Advising. The mission of IPFW academic advising is to provide comprehensive and professional advising to all IPFW students with attention to the range of student needs that can be addressed by informing and mentoring students in their academic careers, to the diversity of the IPFW student body, and to the goals of higher education. To help achieve this mission, the Office of Academic Affairs, in collaboration with the Office of Student Affairs, has established the Academic Advising Council (see OAA Memorandum 03-04 in the Resource Room and at www.ipfw.edu/vcaa/forms/PDFs/OAA%2003-4.pdf). The council has been charged to:

1. Develop a set of core operating principles that will define and guide the delivery of effective academic advising services at IPFW.
2. Coordinate the delivery of academic advising services across all responsible academic and student affairs departments following the core operating principles.
3. Serve as an advocate for effective advising at IPFW and provide a structure for ongoing communication among faculty, staff, students, and the larger campus community regarding advising issues.
4. Develop action plans to implement changes in advising practices to improve effectiveness, offer training programs to enhance advisor effectiveness, and provide consulting support to individual departments and units.
5. Sponsor the Advising Lunch Talk Series, the IPFW Advisor of the Year Award, and other activities in support of advising services to students.
6. Design standards for evaluating advising and monitor an ongoing assessment and continuous improvement process for academic advising.
7. Recommend policy changes to the VCAA and VCSA and others as needed.
8. Publish an annual report on the state of advising at IPFW.

The council is composed of 22 members including members from each academic college/school, representatives from Student Affairs and the Registrar's office, five other faculty representatives, three student representatives, and a liaison from OAA. The council has developed an Academic Advising Manual (available in the Resource Room and online at www.ipfw.edu/academics/advising/ipfw_academic_advising_manual.pdf) and sponsors a variety of campus events focused on advising each year. These events have included the 2008 Spring Advising

Conference entitled “Linking Advising to Teaching, Learning, and Scholarship” featuring a keynote address by Marc Lowenstein, dean of Professional Studies, at the Richard Stockton College of New Jersey. Council members also regularly present at CELT’s 12 O’clock Scholars Brown Bag Series.

Because of the autonomous nature of each college/school within IPFW, each unit handles advising differently. Some units use full-time nonfaculty advisors while others use only faculty advisors. Advising in the schools and colleges is administered through the units and through Academic Affairs. However, the Mastodon Advising Center (MAC) is a part of Student Affairs. Student athletes are advised by advisors in the Mastodon Academic Performance Center (MAP) as well as in the academic units of their majors.

Mastodon Advising Center (MAC). The Mastodon Advising Center fosters personal development and informed decision making by encouraging students to explore, evaluate, and identify their academic and career goals. Advising is one of many aspects of student learning and helps to inform student decision making throughout the college career.

As part of MAC, the exploratory majors program serves students who do not qualify for regular admission into their intended major and would benefit from additional counseling. Professional advisors in the MAC provide information and direction toward special programs, sound academic skills, and tutorial services. Those students admitted to the program are encouraged to participate in clubs and activities related to their intended major and work closely with professional academic advisors to ensure they reach their educational goals. Students in the program must report their academic progress to their advisors, who can help identify any support services that may be needed. Students who complete at least 12 credits and earn a cumulative GPA of 2.0 or higher are in most cases eligible to declare their academic major. MAC cares about the success of all exploratory students and requires all exploratory students to participate in the Academic Student Achievement Program (ASAP!). The mission of ASAP! is to provide an early warning system that identifies students in need of intervention during a specific semester. Another objective is to enhance relationships and communication among students, advisors, and faculty.

Mastodon Academic Performance Center (MAP). The Mastodon Academic Performance Center’s purpose is to provide ongoing academic, athletic, career, and personal development support for student athletes. MAP also encourages community service by student athletes, with the ultimate goal of supporting the accomplishment of a higher education degree. MAP is further charged to monitor and ensure the continuing NCAA eligibility of student athletes. As a unit within the Office of Student Affairs and separate from IPFW athletics, MAP also holds responsibility for interpreting and implementing IPFW policies as they relate to student athletes. MAP advisors provide some academic advising support for student athletes, but student athletes are required to work with their assigned primary advisor from their academic departments in order to assure that department requirements and expectations for graduation are met. As noted earlier, MAP has had considerable success as 14 of 16 teams have achieved at least a 3.0 GPA for team averages for six consecutive years.

International Student Services (ISS). ISS serves as the initial contact for all students from abroad and remains a point of reference during their years on campus. ISS’ emphasis is on creating a welcoming environment that, in turn, builds trust and fosters personal and intellectual growth that students can take back to their home country. The office promotes cross-cultural awareness and seeks to build mutual respect by providing a venue for cultural, educational, and social events for students, faculty, and the community-at-large. ISS also assists international students with partial scholarships. Furthermore, ISS is responsible for international students’ application/admission process, immigration advising, social and culture advising, and many other services. ISS provides activities, workshops, excursions, and one-to-one immigration advising in order to promote academic success as well as growth and cross-cultural understanding. ISS also provides mandatory orientation sessions for all new international students at the start of every fall and spring semester. This orientation is for both undergraduate and graduate students. During the orientation, students receive crucial information that helps them adjust to IPFW and life in the United States. Topics include student life, academic advising, course registration, housing, opening a bank account, international student responsibilities, and much more. After attending the orientation, students receive their IPFW Student ID Card, and are prepared to start classes.

Services for Students with Disabilities (SSD). The SSD office has as its primary mission to ensure that all students with disabilities can freely and actively participate in all facets of university life and to provide and/or coordinate support services and programs that enable students with disabilities to maximize their educational potential. The SSD program has an advisory board of students, faculty, and staff, who are appointed by the vice chancellor for student affairs. The committee advises SSD and makes policy recommendations to the vice chancellor. SSD has a special resource facility in Walb Union. The facility is equipped with talking and large-display computers, a reading machine, electronic spell checkers, cassette transcription machines, specially adapted cassette recorder/players, Braille equipment, carbonless note-taking paper, and more. This is where accommodated exams are proctored, work-study readers are assigned, and special materials are stored. Students with disabilities are encouraged to use the resource room for their special academic needs. IPFW is an institutional member of the Association on Higher Education and Disability.

IPFW has a student organization for students with disabilities which anyone in the IPFW campus community may join. The name of the officially recognized student organization is **disAbled Students Excelling in Leadership (dASEL)**. dASEL's mission is to serve as students' sounding board to the university administration and to provide a forum for students and other interested persons to meet in mutual support. Membership in dASEL develops leadership and exemplifies academic and personal success.

Office of Diversity and Multicultural Affairs (ODMA). ODMA offers programs that engage K–12 youth in programs at IPFW that bridge the gap for students transitioning from high school to college, and provides an array of support services for students who are on campus. Interaction begins early with youth in elementary and middle school and continues through high school and college years. Four of the office's programs are highlighted below.

- *Envision a Bright Future* begins with students enrolled in fifth grade. Students are recruited through schools, churches, and community centers. The program exposes middle school youth to IPFW students, campus, and programs such as the Twenty-First Century Scholars program (see below) that will help pay for their college education. The middle school students are exposed to new vocabulary about college, degree programs, and accreditation.
- *Life After High School* is a summer youth program supported by a grant from the Foellinger Foundation. The majority of the children (68 percent) receive free or reduced cost lunch. These youth also qualify for the Twenty-First Century Scholars program, which is an incentive program in the State of Indiana that provides tuition for low-income youth to attend college. The 2007 Life After High School program focused on careers in hospitality management and music therapy and the 2008 program focused on careers in forensic science.
- *The Twenty-First Century Scholars Program* is designed for low-income students seeking a higher education in the State of Indiana that was started in 1990 by then-Governor Evan Bayh. Families can enroll their children, in grades 6–12, in the state-funded program, which provides tuition to any two- or four-year in-state university. Students must be members of families that meet income requirements, maintain at least a 2.0 on a 4.0 grade-point average in high school and college, and be drug-free with no criminal activity to remain in the program. IPFW is one of 16 Twenty-First Century Scholars sites in the state and manages over 6,000 students who are enrolled in this region. The program provides summer programs for students, after-school activities, and workshops for students and parents concerning college admission and financial aid.
- *Upward Bound* at IPFW is supported by a \$2 million grant for a four-year period. The mission of the program is to prepare participants for entrance into a college or university. Currently, there are 102 students enrolled in the program, and at least 30 percent of these students are considered to be at-risk. Support services such as after-school tutoring, campus visits, preparation for college entrance tests, and weekend programs take place during the academic year to help these students achieve success. In addition, summer residential programs on college campuses supplement the academic year programming. IPFW's retention rate of 72 percent is above the 65–70 percent target range.

Clearly, IPFW offers students a wide array of support and opportunities to ensure effective learning environments. The university's orientation programs begin by setting the right tone, the First-Year Experience program continues the focus on acclimating students to an academic environment, the academic programs challenge students to think in a variety of ways, the academic support programs enable students to be successful in the classroom, and the community programs allow students to apply academic concepts beyond the confines of a traditional classroom.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

IPFW's Strategic Plan 2008–14 clearly identifies support for student learning and effective teaching as a high priority. Goal One in the plan identifies strategic initiatives and action priorities directed at providing innovative, relevant, and rigorous academic programs to foster learning and create knowledge. These include:

- expanding the use of active learning pedagogies to enhance student learning
- expanding and supporting the effective use of instructional technology
- increasing student research, internships, study abroad, international experiences, Honors Program participation, and other forms of experiential learning
- building a learning commons in Helmke Library
- increasing library resources and services to support teaching, learning, and research
- creating attractive and effective learning spaces throughout the campus
- expanding the number and scope of the Centers of Excellence as centers for research and engagement.

Since IPFW's last self-study for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 2000, the number and quality of resources available to support learning and teaching has increased considerably. The Walter E. Helmke Library provides a comprehensive program of resources and services that support and enhance teaching, learning, and research. In addition, individual degree programs offered at IPFW support the classroom experience with a variety of relevant and real-life experiences. Illustrative of the type and extent of IPFW's resources to support learning and teaching outside the classroom environment are the experiences offered by Department of Anthropology in the College of Arts and Sciences; the Richard T. Doerner School of Business and Management Sciences' International Program and Curriculum Connection; the School of Education Counselor Education Program's Counselor Education Center; the College of Engineering, Technology, and Computer Science's four Centers of Excellence; the College of Health and Human Services' hospitality management program's new laboratory at the Holiday Inn at IPFW and the Coliseum; and the College of Visual and Performing Arts' new John and Ruth Rhinehart Music Center.

Walter E. Helmke Library

The library is a full partner in the teaching and research mission of the university. Its goals are fully integrated with the university's Strategic Plan and contribute to all of the university's three overarching goals: to foster learning and create knowledge, to develop quality of place and experience, and to contribute to the development of the northeast Indiana region. It is physically and academically at the heart of the university.

While the materials budget of the library has not grown substantially in the last 10 years, access to thousands of research materials in all disciplines, primarily in electronic format and available around-the-clock, has increased significantly. The library subscribes to over 30,000 bibliographic and full-text databases and journals in all disciplines taught at IPFW. Its collection of print materials includes over one million books, government documents, DVDs, maps, and other materials. This wealth of resources is made possible primarily through consortium contracts with the Indiana University Libraries, the Academic Libraries of Indiana (ALI), the Committee on Institutional Cooperation (CIC), Indiana Cooperative Library Service Authority (INCOLSA), the Indiana State Library, and other partners that provide considerable savings in subscription costs over individual institutional pricing.

In addition, the IPFW library offers a state-of-the-art document delivery service to all students and faculty. Within the IU Libraries system, all faculty, staff, and students can request items directly from any IU campus library through IUCAT and have the material delivered to them with the same checkout period as all faculty, staff, and students throughout the system. Using the library's linking tool, FIND IT, students and faculty can automatically download citations located from any of the library's online databases into the Document Delivery System (DDS). Students and faculty benefit from the library's vast resource sharing network that includes most United States and many foreign libraries. The library's DDS provides electronic delivery of nonreturnables to the desktop from within an hour to an average two days. Books are delivered on average from within two to seven days, and for faculty they are delivered directly to their offices. In the last two years, the library, supported by the Division of Continuing Studies, has added a new delivery service for students that sends scanned copies of articles available from the library's print collection to the desktop. This assists all students, but particularly distance education and students with disabilities, in obtaining materials at no cost. In addition, the library purchased a digital microform printer that provides electronic copies of materials on microfiche and microform. The goal of all these efforts is to provide effective, seamless access to a world of information delivered in a timely manner.

Faculty and students who are traveling can obtain reciprocal borrowing cards that allow them to check out materials from any of the ALI libraries. Faculty also have reciprocal borrowing privileges at CIC libraries (Big Ten plus the University of Chicago) and numerous academic libraries nationwide that participate in the WorldCat Faculty Reciprocal Borrowing Program.

The library evaluates and assesses its document delivery service continuously and uses statistics and patron request behavior to make purchase decisions and procedure and policy changes. The Helmke Library is one of a few libraries in the United States that uses time-of-need requests for books through document delivery to purchase the books instead, providing the students and faculty with the material quickly. Data show that books purchased through this program circulate more than books purchased through regular selection methods. The library has also developed an access/ownership-cost/benefit analysis to make purchase and cancellation decisions for serial subscriptions. This system has made it possible to spend limited dollars on the specific needs of IPFW students and faculty and use DDS to obtain articles from journals used on an irregular basis.

The library, with the support of the vice chancellor for academic affairs, began its digital library program in 2006. mDON, mastodon Digital Object Network (<http://mdon.lib.ipfw.edu>), is an initiative of the IPFW Helmke Library to create and provide access to digital collections that foster an understanding and appreciation of IPFW, Fort Wayne, and northeast Indiana. It moves the library beyond collecting and distributing published, accessible collections to providing electronic access worldwide, 24/7 to unique materials that document the history and development of IPFW and northeast Indiana. Since 2006, the library has created 13 digital collections containing over 13,000 items. The collections showcase IPFW student artworks, theatre productions, and musical performances; IPFW history through photographs; and video of IPFW faculty presentations. These faculty presentations include American Democracy Project panels, talks, and debates; the Arts and Sciences Distinguished Lecture Series; and Featured Faculty lectures. In addition, through five successive federal digitization grants, Helmke Library has provided access to unique primary source material that can now be studied and analyzed in new and in-depth ways. These include materials documenting the history of the Miami Indians in northeast Indiana; precinct-by-precinct election results from Allen County, Ind., from 1852 to 1967; Fort Wayne city ordinances, codes, and annual reports from the late 19th and early 20th century; and maps, field notes and survey plats of Indiana public lands from 1785 to 1850.

The Helmke Library operates on a liaison model that offers a librarian dedicated to providing a full range of services to the faculty and students in each academic department. Librarians build and maintain collections, provide in-depth research assistance, teach information literacy in a variety of venues and formats, provide support for faculty in their research efforts, collaborate with faculty and students in creating digital collections, and work with faculty in new program development, program review, and accreditation reports.

The Helmke Library is one of a few libraries nationwide that moved beyond the traditional reference desk. A team of highly qualified and trained information assistants and librarians provide reference and research consulting services on a triage model that offers face-to-face assistance to all who walk through the doors and virtual services by phone, e-mail, instant messaging, and an intuitive self-help Web site. Trained information assistants screen questions and refer research consulting inquiries to librarians who are available in-person, by appointment, and via telephone, e-mail, and instant messaging. Recently the library has begun offering mobile reference services in which librarians take laptop computers to various locations on campus where students congregate, such as the Writing Center and nursing department computer lab, to assist students on the spot. Reference transactions of all types are tracked and evaluated using the library's RefStats and LibStats computer program that provides data on who is asking questions, what questions are asked, when the questions are being asked, and how (medium) the questions are being asked. These data are used to evaluate the information needs of the IPFW community.

In 2000, the Senate Library Subcommittee established a Task Force on Information Literacy charged with defining information literacy, especially as it contrasts with computer literacy. The task force's report in April 2001 recommended that faculty and librarians collaborate to identify and promote basic proficiencies, increase awareness of information literacy issues, and develop instructional materials to increase student success in seeking and using information. The Senate Library Subcommittee adopted an information literacy goal that defined an information literate IPFW student as one who

understands the role, value, and power of information in modern society, and understands the process and importance of scholarly communication in industry, government, and nonbusiness organizations. Additionally, the information literate student appreciates how information may be used to improve the quality of life; with this knowledge, the student realizes the global networking capabilities he or she now possesses, and will seek to attain further information literacy skills in support of lifelong learning.

From this definition, the librarians at the Helmke Library identified the core elements of information literacy and began developing information literacy tool kits that consist of a variety of options for students and faculty. The librarians have developed a dynamic Web site that is a virtual landscape in which IPFW students, faculty, and staff can expect to encounter high-quality information resources, tools, and services designed to improve information literacy. The Helmke Library Web site aims to deliver resources suited to the different stages of information seeking. Some of these resources target the instructors of beginning students. Others are aimed at the novice researcher. All are designed to help students develop and enhance their repertoire of information literacy proficiencies. Most recently the library has collaborated with administration and faculty to tie its information literacy competencies to the Baccalaureate Framework.

Additional resources include a broad array of guides, tutorials, and tools to make research more rewarding. The librarians at IPFW regularly produce and update these guides and tools. The Web site also identifies services and contacts centered in Helmke Library and extending beyond the library's boundaries.

The library provides a library orientation as part of SOAR for students and parents, train-the-trainer instruction for faculty teaching beginning composition courses, "Ask a Librarian" presence in the campus course management system, Blackboard Vista, online course reserves, online self-guided tour with quiz, online tutorials on how to search IUCAT and how to find an article, a host of Web guides including *Is Your Journal Scholarly* and *Is Your Web site Credible*, and reference consulting that incorporates information literacy proficiencies into the reference transaction. Students in upper-division courses can expect to receive in-class library instruction sessions targeted at the resources needed for the research assignment, face-to-face research consulting appointments with the librarian liaison in the subject area, online course reserves, online course guides with links to point-of-need tutorials as appropriate, presence in the course management system as requested by faculty, and in some cases, such as the distance education W233 writing course and nursing informatics courses, co-instruction with the faculty member. As liaisons to departments, librarians often attend departmental meetings; provide input into program review documents; assist with accreditation reports and visits; assist with citation searches; meet with prospective hires; serve on search and screen committees; provide orientation for new faculty; provide instruction on new library resources and services; and play a key role in First-Year Experience, Foundations of Excellence, DECCO, Removing Service Barriers, CELT, Graduate and Undergraduate Curriculum Review, and other faculty and administrative committees.

Learning Commons

One of the action priorities in IPFW's 2008–14 Strategic Plan is to build a learning commons in the Helmke Library. These efforts are discussed in more detail in Chapter Two of this study. The IPFW learning commons will be integrated within the new Student Services Complex, which is currently under construction and will be completed by the end of 2011. The facility will bring together multiple campus partners, including librarians and support staff from IPFW's Helmke Library, Writing Center consultants, Learning Center tutors, STEPS (Student Technology Education ProgramS) student technology trainers from the Center for Academic Support and Advancement (CASA), student computer-lab technicians from Information Technology Services (ITS), and Studio M lab consultants from the Center for the Enhancement of Learning and Teaching (CELT). All of these partners share the mission to foster academic success, from a student's first year at IPFW through graduation. Students will be able to take an idea through the research and writing process to the finished paper and presentation.

Library Assessment Across All Groups

In 2003 the library administered LibQUAL+™, a national survey developed by the Association of Research Libraries and Texas A&M University libraries, to IPFW faculty, undergraduates, graduate students, and staff. LibQUAL+™ is a service-quality assessment tool that relies on users' judgment to determine satisfaction with library service. Quality of service can be assessed by comparing the zone-of-tolerance score, which is the positive or negative difference between the user's minimum expectation for the service and his or her current perceived level of service quality. Service adequacy is calculated by subtracting the minimum score from the perceived score on any given question. A negative service adequacy score indicates that your users' perceived level of service quality is below their minimum expected level of service quality. A positive service adequacy score indicates that your users' perceived level of service quality is above the minimum expected level of service quality.

On a scale of 1–9 with 9 representing “strongly agree” or “very satisfied,” respondents rated the library 7.40 on the statement, “In general, I am satisfied with the way in which I am treated in the library,” and 7.11 on the question, “How would you rate the overall quality of the service provided by the library.”

Insights gleaned from responses to specific questions include two negative service adequacy scores and several moderately positive adequacy scores.

Table 3-8: Helmke Library LibQUAL+™ 2003 – Negative Results

Question	Minimum Mean	Perceived Mean	Adequacy Mean
Print and/or electronic journal collections I require for my work	6.51	6.31	-0.20
Printed library materials I need for my work	6.69	6.33	-0.36

Table 3-9: Helmke Library LibQUAL+™ 2003 – Positive Results

Question	Minimum Mean	Perceived Mean	Adequacy Mean
Comfortable and inviting location	6.02	7.41	+1.13
Giving users individual attention	6.35	7.15	+.80
Community space for group learning	5.40	6.16	+.76
Employees instill confidence	6.05	6.77	+.71
Quiet place for individual activities	6.23	6.86	+.63
Employees consistently courteous	6.93	7.55	+.62
Timely document delivery services	7.07	7.67	+.60

Major differences in the overall ratings were from undergraduates who gave poor ratings to the library as a space that inspires study and learning and staff readiness to respond to user's questions. Graduate students gave a low satisfaction rating to the library Web site as a tool to locate information on their own.

This LibQUAL+™ survey conducted in 2003 provides good baseline data but needs to be repeated in order to assess whether changes made since then have improved the perceived satisfaction rate in the areas of journal and book availability. It would appear from the results of the 2008 Higher Education Research Institute (HERI) survey that among faculty, the library has made significant strides in access to resources and Web services.

Assessment by Students

The Noel-Levitz Student Satisfaction Inventory was administered to IPFW students in 2002 and 2006. In the overview of strengths, challenges, and trends, the 2006 report found that the response to “library resources and services are adequate” was a strength.

The National Survey of Student Engagement (NSSE) administered in 2006 does not have any specific library questions. However, in areas related to library resources and services, the data show that freshmen and seniors who have written reports between 5 and 19 pages responded between “some” to “quite a bit.” Both results were comparable to IPFW’s peer institutions identified in the strategic plan.

Table 3-10: National Survey of Student Engagement (NSSE) 200

IPFW		Selected Peers		Carnegie Peers	
In your experience at your institution during the current school year, about how often have you done each of the following: 1=never, 2=sometimes, 3=often, 4=very often					
Worked on a paper or project that required integrating ideas or information from various sources	Freshmen	3.09	Freshmen	2.96	Freshmen 3.04
	Seniors	3.26	Seniors	3.27	Seniors 3.32
During the current school year, about how much writing have you done? 1=none, 2=between 1 & 4 pages, 3=between 5 & 10 pages, 4=between 11 & 20 pages, 5=more than 20 pages					
Number of written papers between 5 and 19 pages	Freshmen	2.30	Freshmen	2.17	Freshmen 2.26
	Seniors	2.40	Seniors	2.45	Seniors 2.58

Assessment by Faculty

The Higher Education Research Institute (HERI) Faculty Survey was conducted at IPFW in 2002 and 2007–08. Two IPFW institutional questions specifically addressed satisfaction with the library. Satisfaction results were tallied into three categories: high satisfaction/agreement (80 percent or more respondents indicated “satisfied” or “very satisfied”); moderate satisfaction/agreement (60 to 79 percent of respondents indicated “satisfied” or “very satisfied”); and low satisfaction/agreement (59 percent or less of the respondents indicated “satisfied” or “very satisfied”).

Library services provided by Helmke Library through the Web access system received a 73.8 percent moderate satisfaction/agreement rating in 2002, but rose to the second highest rating of all questions in the 2007–08 survey with a 94.8 percent high satisfaction/agreement score. Library resources available through the Helmke Library received a 66.8 percent moderate satisfaction/agreement rating in 2002, but in 2007–08 the faculty gave the library an 84.5 percent high satisfaction/agreement rating. Clearly, IPFW faculty are very satisfied with library resources and services.

In addition to library specific questions, the HERI survey included questions related to the value of information literacy instruction and assignments that should require the use of library resources and services. The data show that faculty highly value students’ need to learn how to evaluate the quality and reliability of information, an instructional service provided by librarians.

Table 3-11: Higher Education Research Institute Faculty Survey – 2002 and 2008

Evaluation	Item Evaluated	IPFW 2002	IPFW 2008	Public 4 Yr. 2008
Goals for undergraduates noted as “very important” or “essential”	<i>Help students evaluate the quality and reliability of information</i>		96.9	97.0
Factors noted as a source of stress for you during the last two years	<i>Keeping up with information technology</i>	73.1	52.2	55.2
Aspects of your job with which you are “very satisfied” or “satisfied”	<i>Resources available through the Helmke Library</i>	66.8	84.5	
	<i>Services of Helmke Library through Web access</i>	73.8	94.2	
Methods you use in “all” or “most” of the courses you teach	<i>Student Presentations</i>	32.7	39.9	45.8
	<i>Term/Research Papers</i>	33.1	49.7	43.2
In your interactions with undergraduates, how often do you encourage them to:	<i>(Frequently) Evaluate the quality or reliability of information they receive</i>		77.7	75.1
	<i>(Frequently) Look up scientific articles and resources</i>		58.2	56.7

Budget and Staffing

The evaluation team for IPFW’s last North Central accreditation in 2000 cautioned that the library’s budget “is handsomely supplemented by the income (\$200,000) from a \$4 million endowment. The administration needs to ensure that the availability of endowment income does not become an excuse for lowering institutional support.” The IPFW Strategic Plan for 2001–07 targeted an increase of \$350,000 for library collections and staff support to be raised primarily from gift funds, but only half of that amount was realized. This is even more striking when compared to the goals set and achieved in the other categories: faculty support 395 percent; scholarship funds 465 percent; student support 517 percent; classroom/labs 184 percent; equipment/support 420 percent; research support 587 percent; regional outreach 1,395 percent, and new programs 68 percent. The 2008–14 IPFW Strategic Plan includes a targeted increase of \$500,000 for library collections and services, again primarily from gifts. The library’s budget remains relatively flat with no new staff and only \$5,000 of new materials money allocated in the 2008–09 budget cycle.

While the library does not have an accrediting body or process, the Association of College and Research Libraries (a division of the American Library Association) did establish in 1995 quantitative standards for academic librarian staffing. The formula uses two benchmarks for determining the maximum load for librarians — 500 FTE students per public services librarian and 100,000 volumes per technical services librarian. According to this formula, the IPFW library should have 17.4 public service librarians (8,737 FTE students/500), but currently has seven, and the library should have 10.5 technical service librarians (1,051,154 volumes/100,000), but currently has two. Librarian staffing for IPFW as a comprehensive Master’s I university should at minimum be 28 librarians. The Helmke Library has 10 tenure-track librarians and one visiting librarian, and employs two part-time librarians for a total of 10 hours/week.

Comparative data with peer institutions is another way to judge staffing expectations. Comparisons with IPFW’s 2001–07 peer institutions ranked the Helmke Library 13 out of 13 in library materials expenditures per FTE. The library ranked 12 out of 13 in total staff per FTE and total librarians per FTE. IPFW has recently selected a new set of peer institutions. Within this group the Helmke Library ranks last (12th out of 12) in total staff per FTE. In another comparison of libraries within the Indiana University regional campus system, IPFW library ranks last in expenditures per FTE, librarians per FTE, and staff per FTE students.

Information Technology Services (ITS)

IPFW has 96 classrooms that have the capacity to accommodate 4,551 students at any given time. Eighty-three (86 percent) of those classrooms have built-in technology. It is IPFW's goal to have 100 percent of classrooms permanently equipped with technology by 2011. Of course, classrooms must be updated as machines become outdated. Each student is charged a technology fee when registering for classes. Part of those monies is used for installing and updating classroom technology. The funds are also used for computer labs.

IPFW has 12 computer labs on campus. Five of those are scheduled labs, meaning that they can be reserved for an entire class to use at one time. Faculty can reserve a computer lab and take an entire class there to work on a project.

Seven computer labs, in five different building across campus, are open-access for students. In those labs, there are 309 workstations. Because of student demand, a Macintosh lab was opened in August 2008. This lab supports 27 workstations. In addition, students have access to free printing in all of these computer labs. Information Technology Services (ITS) supports 39 printers in the various computer labs. This service to students costs approximately \$145,000 (10 percent of budget) a year in paper, toner, and maintenance/repairs. As this is a significant portion of the technology fee budget, administrators are trying to determine if limits should be placed on printing or if students should begin to pay a nominal fee for printing.

Table 3-12: Typical Usage in Open-Access Computer Labs, survey conducted Feb. 10–18, 2009

Computer Lab	Users	Logins
SB G15*	366	454
WU 221	275	450
KT 204*	293	388
KT 217*	724	978
LB 137 & LB 143	416	570
NF B71	236	304

*These labs are not open on Saturday and Sunday.

Students access and use the open computer labs on a fairly regular basis. Table 3-12 shows the number of users and logins for the seven open-access labs during the time period of Feb. 10–18, 2009. This data suggests that over 2,300 students used university-supported technology during this seven-day period. The period surveyed is not a heavy lab usage period, as it was prior to midterms and finals, when computer lab use is at its highest. Clearly, a significant portion of the student body (19.2 percent) takes advantage of the computer labs on a regular basis.

A comparison of Noel-Levitz responses between the 2002 and 2006 survey found continued dissatisfaction with the availability and accessibility of computer labs. This remains a challenge that needs to be addressed. The Noel-Levitz Student Satisfaction Inventory is based upon a Likert-type rating scale of 0–7. In fall 2002 students rated the importance of adequate computer labs and accessibility of labs at 6.27, but gave a satisfaction rating of 5.29, a negative adequacy score of -.98. In fall 2006 students rated the importance of computer labs to be 6.24. With a satisfaction rating of 5.11 the negative adequacy score rose to -1.13.

The National Survey of Student Engagement (NSSE) data provides evidence that IPFW students (First-Year and Seniors) use technology at rates comparable to IPFW's selected peers and Carnegie peers.

Table 3-13: National Survey of Student Engagement (NSSE) 2006

In your experience at your academic institution during the current school year about how often have you done each of the following: 1=*never*, 2=*sometimes*, 3=*often*, 4=*very often*

	IPFW		Selected Peers		Carnegie Peers	
Used an electronic medium (listserv, chat group, Internet, IM, etc.) to discuss or complete an assignment	Freshmen	2.49	Freshmen	2.50	Freshmen	2.61
	Seniors	2.80	Seniors	2.82	Seniors	2.85
Used e-mail to communicate with an instructor	Freshmen	2.87	Freshmen	2.77	Freshmen	2.97
	Seniors	3.09	Seniors	3.14	Seniors	3.27

To what extent does your institution emphasize each of the following:

1=*very little*, 2=*some*, 3=*quite a bit*, 4=*very much*

Using computers in academic work	Freshmen	3.28	Freshmen	3.21	Freshmen	3.28
	Seniors	3.42	Seniors	3.39	Seniors	3.45

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas: 1=*very little*, 2=*some*, 3=*quite a bit*, 4=*very much*

Using computing and information technology	Freshmen	2.96	Freshmen	2.96	Freshmen	2.98
	Seniors	3.15	Seniors	3.19	Seniors	3.21

An additional technology feature that has been added at IPFW is the availability of wireless Internet access on campus. To date, all 10 major buildings provide wireless access. If students experience problems, they can contact the help desk or they can schedule an appointment for one-on-one assistance.

CELT and ITS support Studio M, a multimedia lab, for student use. A needs assessment was conducted in summer 2006, which revealed:

- 24 percent of departments on campus were ready to integrate multimedia in one or more courses
- 20 percent of students surveyed had taken a course that required multimedia
- 65 percent of students had considered using multimedia in a course project that did not specify its use
- 60 percent of students said they would use the resource if available.

The primary purpose of Studio M is to increase students' understanding and use of visual media by providing the resources for students to develop and present projects using multimedia and visualization in connection with their course work. Studio M supports the following: 1) 2-D/3-D animation, layout, modeling, and rendering; 2) audio and video editing and post production; 3) CD/VD authoring; 4) interactive media creation; and 5) Web authoring. Table 3-14 provides evidence of student usage of Studio M.

Table 3-14: Use of CELT/ITS Multimedia Labs

2008	2007	
1,884	813	Number of uses/visits/appointments of Studio M
561	Not available	Individual student users of Studio M
127	Not available	Courses for which students used Studio M
110	Not available	Faculty teaching courses for which students used Studio M
68	45	Individual faculty/staff users of Studio T2 (faculty multimedia lab)

As Studio M is relatively new, an assessment plan is currently being developed to gather and analyze data on customer satisfaction and specific student learning outcomes. However, given its demand, the vice chancellor for financial affairs provided funding to expand Studio M into a portion of an existing student computer lab in Walb, doubling its capacity.

The HERI data provides evidence of faculty members' satisfaction with the resources and technology available at IPFW. They rate, for example, satisfaction with the equipment placed permanently in classrooms at 68.1 percent, an increase in satisfaction of 14.6 percent since 2002. The survey provides some conflicting data concerning the use of technology in the classroom. In the 2008 survey 84.2 percent of faculty "strongly agreed" or agreed "somewhat" that "there is adequate support for integrating technology in my teaching." At the other end of the scale, only 24.5 percent of faculty believe that the statement "faculty are rewarded for their efforts to use instructional technology" is "very descriptive" of IPFW. While low, this rating is still higher than at other public universities participating in the survey.

Table 3-15: Higher Education Research Institute's Faculty Survey 2002 and 2008

		2002 IPFW	2008 IPFW	2008 Public 4 Yr.
During the past two years, have you engaged in any of the following activities?	Taught a course exclusively on the Internet	9.9	25.3	19.9
	Placed or collected assignments on the Internet	49.4	74.8	73.3
Attributes noted as being "very descriptive" of your institution	Faculty are rewarded for their efforts to use instructional technology		24.5	21.8
Aspects of your job with which you are "very satisfied" or "satisfied"	Office/lab space	69.1	53.8	61.9
	Programs and services provided by Information Technology Services (ITS)		77.1	
	Instructional technology equipment placed permanently in selected classroom	53.5	68.1	NA
	The programs and services provided by the Center for the Enhancement of Learning and Teaching (CELT)	54.7	74.5	NA
Do you agree "strongly" or "somewhat"?	There is adequate support for integrating technology in my teaching		82.4	82.0

Special Resources Available for Faculty Teaching & Student Learning Outside Traditional Classroom Instruction

The university maintains a number of laboratories, and offers special programs that provide students with experience outside the typical classroom. Some of these include:

College of Arts and Sciences — Department of Anthropology

Students in anthropology have access to a general anthropology laboratory, an archaeology laboratory, a bioanthropology preparation laboratory, an extensive cast collection that includes both fossil and modern hominids, and an extensive research collection of Midwest lithics and ceramics. In addition, students have the opportunity to be a part of the IPFW Archaeological Survey's Research Experience for Undergraduates. The IPFW Archaeological Survey offers an archaeological field school, funded by the National Science Foundation, that focuses on practical field experience, including archaeological survey, excavation techniques, and preparation of field documents.

Informal lectures on various aspects of Indiana prehistory provide students with a basic background in the cultural history of the region and the proper use of a variety of research methods and field techniques. IPFW anthropology students can also take part in archaeological excavations as part of the survey's Northeastern Indiana Paleo-indian Project focused in Adams, Allen, Huntington, Kosciusko, Wells, and Whitley counties; research at Strawtown in central Indiana; research at the Prather site (12-Cl-4) and Clark's Point site (12-Cl-3) in Clark County, Ind.; and geophysical remote sensing and excavations at the French and Wea Indian village of Kethtippecanunk.

Richard T. Doermer School of Business and Management Sciences

The Doermer School of Business and Management Sciences has a growing number of learning and teaching experiences available to students and faculty that supplement and enhance classroom instruction. Two examples of these opportunities are the International Program and Curriculum Connection. The International Program is a unique experiential learning opportunity to work with regional firms that are investigating possible entry into a foreign market, and to travel overseas as part of that learning. Students, working in teams, serve as consultants to the local firms and prepare and present detailed business plans to the client firms. This course includes regular classes before and after the trip. The classes are designed to prepare the student for the cultural differences to be encountered and to understand the specific situation of a northeast Indiana firm interested in exporting to, or doing business in, the subject nation.

The experiential highlight of the course is an all-expense-paid 8-to-10-day study trip (including airfare, hotel, and meals) to IPFW's partner academic institution in the country under consideration. While on location, students attend lectures and seminars at the host academic institution on topics that range from local culture to local business practices. The international study trip also includes visits to local companies and cultural outings. The intent is to gain an intensive immersion into the host nation's cultural and business environment, which then forms the foundation of the report prepared for the client firm. An SBMS faculty member, who has the primary responsibility for this course, accompanies students on the international trip. As "consultants" to the local firm, the student team prepares and presents a detailed business plan for the client's consideration and possible implementation. The student's grade is determined by his/her participation in the seminar classes in Fort Wayne and the overseas host institution, the business plan developed by the team, and an individual essay of about 1,000 words.

Recent on-site trips include destinations such as Grenoble, France, Grenoble Ecole de Management in fall 2003, 2004, 2005, 2006; Monterrey, Mexico, Monterrey Tech (ITESM), in spring 2002, 2003, 2004, 2005, and fall 2007; and China, Fudan University in Shanghai and Beijing University in Beijing in spring 2007, 2008, and 2009.

The Curriculum Connection is a strategic initiative of the Doermer School of Business and Management Sciences that is intended to support the mission of the school to achieve excellence in education and contribution to regional economic development by connecting the curriculum to the practice of business in northeast Indiana. The businesses are northeast Indiana firms that seek IPFW contribution to the study of a problem, analysis, or implementation of a current business situation in operations, distribution, marketing, strategy, or innovation. Projects that address these situations are placed in undergraduate and MBA courses in operations management, marketing management, marketing strategy, policy/capstone, or a related elective course.

The projects are significant components in grading of the courses. Generally, multiple teams of students investigate the business situation. At times, the projects have been sufficiently complex to require the subject matter of more than one business course and spanning more than one semester. The EcoVehicle Project was sufficiently broad in scope to require the simultaneous contributions of business students and those from the IPFW College of Engineering, Technology, and Computer Science (ETCS), as well as the College of Visual and Performing Arts (VPA). Students spend the semester working with members of the host company executive team in understanding the business situation. In doing so, they engage in critical thinking, analysis, strategic thinking, and problem solving. They are focused on the end-of-the-semester deliverable — oral and written reports to the management team of the subject company.

School of Education – Counselor Education Program

The IPFW Community Counseling Center is a free community mental health agency that has served approximately 200 to 250 families, couples, and individuals since 1985. The center offers help for individuals (adults and children), couples, and families experiencing personal problems, adjustment reactions, or career counseling concerns. The majority of clients are multiproblem families who either do not qualify for mental health benefits or cannot afford services in the private sector. Due to Fort Wayne's large urban minority population, the clinic serves a diverse client base. The clinic currently uses a client satisfaction survey to determine the effectiveness of counseling services. This has been largely ineffective due to poor survey response by clients after termination from services. A new assessment was developed for implementation by fall 2009. This assessment is already being used in other counselor training clinics and will incorporate therapist, client, and supervisor perception in determining counseling effectiveness. Assessments will be completed on-site in order to improve client response.

In addition, for the past three years an experimental, off-site extension of the IPFW Community Counseling Center has been based in local urban schools. The purpose of this off-site approach is to give students an experience in a school setting prior to their school counseling internship, with the same training structure and live-supervision benefits of the campus-based training clinic. The "clients" in this setting are both students and families from the school. This field experience has been based at two elementary schools with high percentages of minority students. One is 5.9 percent Latino, 59.8 percent white, 27 percent black, 6.3 percent Asian, and 1.1 percent Native American, and the other is 4.9 percent Latino, 66.1 percent white, 28.4 percent black, 0.5 percent Asian, and 0.5 percent Native American. At the beginning of the 2008–09 school year, there were more than 80 home languages for students in the Fort Wayne Community Schools. At one school, 10.4 percent of students have a primary language that is not English, while the figure is 1.0 percent at the other. The current process for assessment of counseling effectiveness is one that was adopted in fall 2008. It incorporates the perceptions of children as young as 5 years old by selecting faces in various emotional states in response to two questions: "My counselor liked me today," and "My counselor helped me today." Counselors answer two questions as well: "My client liked me today," and "I helped my client today." The children and counselors complete their assessments after each counseling session. Referring teachers are given a questionnaire asking: "Would you refer another child to this counselor?" and "Did this counselor help with the problem you referred the child for?" Data is still being analyzed comparing the formative process of counselor and client perceptions with the summative assessment of referring teacher's perception of effectiveness.

As a teacher consultation service, the clinic benefits students in a number of ways. The IPFW Counseling Program provides ample opportunity to practice and prepare for implementation of learned approaches. School counseling students participate in two semesters of practicum, and the marriage and family students participate in practicum throughout the entire second year of training, amounting to more than 100 hours of individual and group supervised experiences with a licensed instructor. Through this process, students have the opportunity to interact with "real life" clients in a highly structured, closely supervised environment. Closed circuit video and state-of-the-art technology provide students with mechanisms for viewing and reviewing live sessions, as well as receiving "real time" feedback while working with clients.

College of Engineering, Technology, and Computer Science

The College of Engineering, Technology, and Computer Science (ETCS) has added significant resources for students and faculty in several of its programs (complete list is available in the Resource Room). ETCS has established four Centers of Excellence (including Systems Engineering, Information Analytics and Visualization, and Wireless Communications) that provide students and faculty with enhanced opportunities in applied research and scholarly productivity. The Center of Excellence for the Built Environment (CBE) represents the type of resource support that enables partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

CBE provides opportunities for students and faculty to access resources outside the classroom that enhance learning and teaching. The mission of the center is to promote sustainable, green building practices and to create collaborative endeavors with community partners. In 2007, construction engineering technology seniors, through

the CBE, collaborated with members of the Northeast Indiana Green Build Coalition (NEIGBC) and Habitat for Humanity to design and build a sustainable residence. The house was built, and the project was completed by the end of spring semester 2008. The collaborative process was filmed to create a set of informative DVDs for use by Habitat for Humanity groups throughout the United States and for release to public television stations.

In 2008, CBE obtained the use of Handley Hall on the northeast campus. This 25,000-square-foot building is intended to be a living example of sustainable construction for nonresidential applications. Students will benefit from the experience in qualifying for green collar jobs in wind energy, solar thermal systems, gray-water systems, and building envelopes. It also provides faculty research opportunities and opportunities for multidepartment collaborations. As a community resource, it allows industry partners to research and test their sustainable products, and nonprofit partners will have space for their educational meetings. Web site information on renewable energy installations, educational resources for local high schools and colleges, and energy efficiency resources for homeowners and building owners will also be developed.

College of Health and Human Services — Consumer & Family Sciences, Hospitality Management

In 2008, the six-story Holiday Inn at IPFW and the Coliseum opened as a commercially competitive hotel and as an academic laboratory for students in the IPFW Hospitality Management Program and the Ivy Tech Community College Northeast Culinary Arts Program. The hotel incorporates a teaching facility that was specially designed to meet IPFW and Ivy Tech needs. This facility was completed in summer 2009 and includes a fully functional demonstration kitchen, with a full-size combination oven (hot air, steam, combination retherm, cook and hold, slow cooking, and “crisp and tasty” programming), four burner range (36" heavy duty gas, 18" griddle), 30,000 BTU salamander broiler (infrared burners), fryer (30 lbs.), 20.0-cubic-foot freezer, 20.0-cubic-foot refrigerator, an undercounter dishwasher (complete with pot wash station, disposer, and sink), four 60" work tables on casters, storage facilities, and two hand sinks.

Courses taught at the Holiday Inn also benefit from close collaboration with the hotel's management, allowing students to participate in activities ranging from managing the hotel's restaurant one night a week for one semester, using the hotel's facilities to illustrate engineering front office and housekeeping operations, and more.

College of Visual and Performing Arts — Department of Music

In 2008, IPFW's music program relocated from the basement of the Classroom-Medical Building to the new John and Ruth Rhinehart Music Center, a 110,000-square-foot building dedicated to music education. Student musicians now have 24 separate practice rooms in which to rehearse, with four of those rooms having state-of-the-art recording capabilities. Teaching studios, rehearsal spaces, and practice rooms are acoustically isolated and acoustically calibrated. Floating floors and ceilings, massive walls 16–18" thick, and door seals ensure there will be no vibration, no bounced sound, and no echo.

The facility includes two performance venues, which means two programs can occur at the same time, one in the small recital hall and one in the larger performance hall, without interfering with each other. For acoustic balance, the 1,600-seat Auer Performance Hall and the 250-seat Rhinehart Recital Hall feature wood and canvas reflector panels hanging from the superstructure to accommodate unamplified vocals and instrumentation for the IPFW Department of Music and Fort Wayne Philharmonic musicians, as well as the amplified sound system for the Omnibus Lecture Series speakers.

Faculty and students who want to record rehearsals and performances can now do so on state-of-the-art recording equipment in both rehearsal rooms, the Rhinehart Recital Hall, and the Auer Performance Hall. More space was created for performance instruction, including spacious piano studios large enough to accommodate matching grand pianos and a large sound-isolated percussion studio. The instrumental and choral rehearsal rooms each have adjacent storage for instruments and risers, along with a music library conveniently located between, and easily accessed by, each rehearsal room.

Music education has a dedicated classroom configured like a typical elementary school music room, where future educators will learn to teach. It also has a resource room that houses specialized music education materials. Instruments are now stored on convenient carts and racks with their own closets for storage, saving dozens of hours loading and unloading this equipment.

Assessment of Learning Resources Outside the Classroom

IPFW conducted the National Survey of Student Engagement (NSSE) in 2003 and 2006 and the Noel-Levitz Student Satisfaction Inventory in 2002 and 2006. Table 3-16 shows NSSE results related to the availability of learning opportunities outside the traditional classroom.

Table 3-16: NSSE 2006 Survey: Learning and Teaching Resources

	IPFW		Selected Peers		Carnegie Peers	
In your experience at your academic institution during the current school year about how often have you done each of the following: <i>1=never, 2=sometimes, 3=often, 4=very often</i>						
Participated in a community-based project (e.g., service learning) as part of a regular course	Freshmen	1.28	Freshmen	1.42	Freshmen	1.50
	Seniors	1.56	Seniors	1.68	Seniors	1.73
Which of the following have you done or do you plan to do before you graduate? <i>0=have not decided, do not plan to do, plan to do, 1=done (thus the mean is the proportion responding “done” among all valid responses.)</i>						
Practicum, internship, field experience, or clinical assignment	Freshmen	.06	Freshmen	.09	Freshmen	.07
	Seniors	.49	Seniors	.44	Seniors	.50
Study Abroad	Freshmen	.02	Freshmen	.04	Freshmen	.03
	Seniors	.06	Seniors	.07	Seniors	.11
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas: <i>1=very little, 2=some, 3=quite a bit, 4=very much</i>						
Acquiring job- or work-related knowledge and skills	Freshmen	2.57	Freshmen	2.57	Freshmen	2.69
	Seniors	2.83	Seniors	2.95	Seniors	3.05

The Noel-Levitz Student Satisfaction Inventory survey conducted in 2006 included a question on student satisfaction with the availability of experiential learning opportunities (internships, field studies, community service programs) at IPFW. On a Likert-type rating scale of 0–7, students applied a 5.86 importance rating to this item (not as high as a number of other resources and services) and a satisfaction score of 4.79. This question should be asked when the survey is conducted again to determine any change in student perceptions of the importance and satisfaction with this service.

Faculty surveys indicate a high level of satisfaction with university efforts to promote learning outside the classroom. The HERI Faculty Survey conducted in 2002 and 2008 showed that over half of faculty respondents had “collaborated with the local community in research/teaching,” a rate higher than at other public four-year institutions. Forty-two percent of faculty reported that “to provide resources for faculty to engage in community-based teaching or research” is a high priority at IPFW, again a higher rate than at other public four-year institutions.

Table 3-17: HERI 2002 and 2006 Survey: Learning and Teaching Resources

		2002 IPFW	2008 IPFW	2008 Public 4 Yr.
During the past two years, have you engaged in any of the following activities	Taught a service learning course	21.6	24.5	20.9
	Collaborated with the local community in research/teaching		52.2	51.6
Goals for undergraduates noted as “very important” or “essential”	Prepare students for employment after college	72.9	79.9	84.8
	Prepare students for graduate or advanced education	49.4	74.8	74.7
Attributes noted as being “very descriptive” of your institution	Faculty are rewarded for their efforts to use instructional technology		24.5	21.8
Do you agree “strongly” or “somewhat”?	There is adequate support for integrating technology in my teaching		82.4	82.0
Issues you believe to be of “high” or “highest” priority at your institution:	To provide resources for faculty to engage in community-based teaching or research		42	39.1
Methods you use in “all” or “most” of the courses you teach	Cooperative learning (small groups)	41.7	55.1	60.8
	Experiential learning/ field studies	21.0	25.0	31.7
	Recitals/demonstrations	15.2	22.9	22.1

Community Programs

Community engagement and civic duty is a strategic goal of the university. Students are involved in a number of learning activities in the community. A brief discussion of some of these activities follows.

Office of Academic Internships, Cooperative Education, and Service Learning. This office designs and provides structured, academic credit-bearing, community-based opportunities for IPFW students. These opportunities include cooperative education, academic internships, and service learning. The office provided 143 cooperative educational experiences for students in 19 majors during the 2007–08 academic year. Those experiences translated into the following percentages for each college/school:

- College of Engineering, Technology, and Computer Science (45 percent)
- Richard T. Doermer School of Business & Management Sciences (45 percent)
- College of Arts and Sciences (5 percent)
- Division of Organizational Leadership and Supervision (4 percent)

Total student wages earned during that time were \$1,755,675. During 2007–08, over 400 students participated in academic internships and 64 courses offered at IPFW included a service-learning component. The office also assisted students in sending over 1,200 résumés to prospective employers.

Dental Clinics. Through the College of Health and Human Services Department of Dental Education, IPFW has two Dental Clinics. The clinics offer low-cost, high-quality preventative dental services such as cleanings, fluoride treatments, X-rays, sealants, and whitening products. The services are provided by dental hygiene students

supervised by dentists and dental faculty. One clinic is located on the IPFW campus, and the other is in a medically underserved area on the south side of Fort Wayne. In 2008, a total of 1,040 patients were served.

Lafayette Family Health Clinic. This is a nurse-managed clinic affiliated with IPFW's College of Health and Human Services. The clinic provides health, education, and counseling services to underserved populations in northeast Indiana. The majority of the clinic patients are uninsured women who are Hispanic or African American. Services include physical examinations and health assessments, laboratory services, STD/HIV testing, a wide range of DHHS PDA-approved methods of contraception, adolescent services, counseling, education, and community outreach. The clinic is housed in the Lafayette Medical Building, which is located in a medically underserved area of Fort Wayne. Funding is provided by a grant from the U.S. Department of Health and Human Services, through the Indiana Family Health Council. Undergraduate and graduate nursing students provide services in the clinic, which in turn, provides students with the opportunity to work with diverse populations and increase understanding of cultural differences. In 2008, over 1,500 patient visits took place.

Area Health Education Center. The purpose of this center is to recruit underserved youth into health careers. The center provides health career education to elementary, middle, and high school youth. After-school programs and summer camps provide students with hands-on experiences learning about the variety of careers possible in the health arena, the academic requirements that must be met, and resources to assist students with meeting those goals. In 2008, almost 6,000 students participated in programs offered by the center.

College, School, and Departmental Outreach. Many academic units have formal outreach programs. A few are highlighted below.

- The College of Engineering, Technology, and Computer Science and the Division of Organizational Leadership and Supervision offer a growing program of K–12 outreach. Over 2,000 youth participated in this program in 2008. A number of programs are organized such as Lego Tournaments, where youth compete by building models out of Legos; Future City Competition, where students build model cities; Career Days; Bridge Building; Robotics Camps; and Science and Engineering Fairs. A large number of IPFW students, faculty, and staff serve as organizers, observers, and judges at these events. The programs expose K–12 youth to careers in engineering and computer science and provide these youth with an opportunity to interact with IPFW students and faculty.
- Since 1997, the College of Visual and Performing Arts has provided outreach into the community through the IPFW Community Arts Academy. What began as private lessons in dance and music has grown to classes and summer camps that provide art, theatrical, and musical experiences to students in grades K–12. The program runs year-round and served more than 750 youth during the 2007–08 academic year. Scholarships for underserved youth are provided by the Dr. Lewis A. and Anne B. Schneider Foundation.
- Other colleges and schools offer programs for students in grades K–12 during the year, including Physics Camp and Math and Science Camp.

Budgetary Support for Learning

In March 2009 the IPFW Faculty Senate Budgetary Affairs Subcommittee filed its biennial report to the Senate (available in the Resource Room). The report was comprised of the data collected in the Integrated Postsecondary Education Data System (IPEDS) annual finance survey conducted by the U.S. Department of Education and National Center for Education Statistics from 1983/84–2006/07. The finance survey delineates all institutional expenditures by categories, which are primarily consistent throughout this time period. One of these is “academic support,” which includes “expenditures for the support services that are an integral part of the institution’s primary mission of instruction, research, and public service, including expenditures for libraries, museums, audio-visual services, academic-computing support, ancillary support, academic administration, personnel development, and course and curriculum development.”

The Senate Budgetary Affairs Subcommittee included in this report a comparison of IPFW expenditures to the other 13 public universities that confer baccalaureate degrees in Indiana. Their summary of findings from the

report show that IPFW's total expenditures committed to the category of "academic support" are 12th in the state (12/14). They also point out that state funding for IPFW has consistently been below the average and has even lagged behind most other regional campuses in the state, and that IPFW could invest more in its primary mission (instruction, research, and public service) if funding formulas employed by the state legislature resulted in more equitable outcomes. However, it could also be said that within the budget as allocated, IPFW has some ability to make choices as to how the budget is allocated across categories. Determining the right balance of support with limited resources is a significant challenge to the continual improvement of the university's academic programs.

Summary

Strengths

- The university has established an effective set of core learning outcomes with the IPFW Baccalaureate Framework. Since the baccalaureate degree is at the center of the campus' mission, the framework not only guides the delivery and assessment of undergraduate programs, it also serves as a guide for the assessment of nonacademic campus units.
- The university has demonstrated a commitment to assessment that goes well beyond academic program evaluations to include student services and academic support programs.
- The university has developed strong infrastructure for the support of assessment with the creation of the Office of Assessment and the hiring of an assessment director.
- The university recognizes and rewards excellence in teaching in its promotion and tenure policies, and in its annual review procedures. Additional recognitions include numerous university, college/school, and department teaching awards, as well as support for faculty development.
- The university provides excellent support for its teaching and learning activities through FACET, CELT, ITS, and the Helmke Library.
- The university has developed excellent student orientation programs for each of its student constituencies.

Challenges and Opportunities

- While considerable progress has been made in the area of assessment, there remains more to be done to assure appropriate assessment of the Baccalaureate Framework, the general education program, and some academic programs.
- The success of the Program Review process at IPFW has been uneven. The process has been reviewed and redesigned in the past year, and attention to implementation is essential.
- The current budget situation has created uncertainty about the university's ability to adequately support the ongoing development of campus learning environments, including the planned learning commons at the Helmke Library.
- The university needs to clarify the link between its funding processes and its unit assessment findings.
- The university needs to continue to strengthen its retention initiatives, including First-Year Experience programs, and extend some best practices to subsequent years. Particular emphasis should be placed on student progress toward graduation.
- As is true at most universities, IPFW continues to face important budgetary challenges in adequately providing library resources.

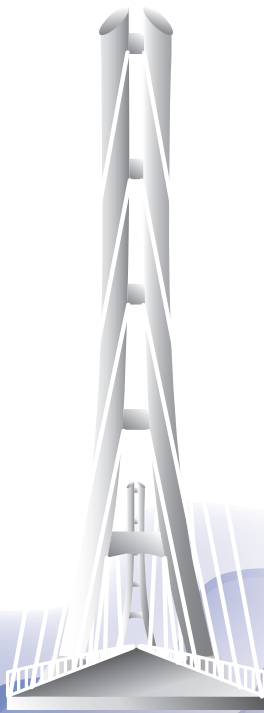
Conclusion

IPFW is committed to build more effective learning environments by using program review and assessment of student learning outcomes. The focus of assessment and program review efforts has clearly been transformed from processes that focus on past accomplishments into a more proper focus on making improvements for the future. The university's focus on faculty and staff development, through organizations like CELT and FACET, and its plans

to develop a learning commons in the Helmke Library demonstrate its commitment to being a learning-focused organization. The widespread growth of connections between IPFW's academic units and the outside community, exemplified by activities such as the music and theatre programs of the College of Visual and Performing Arts, the collaboration between the College of Health and Human Services and the new IPFW Holiday Inn at the Coliseum, and the university's Centers for Excellence, demonstrate the strong connection IPFW is making between its academic programs and the broader community. The growth of new academic programs, support programs, and infrastructure positions IPFW as the distinctive public university in northeast Indiana.

The university is proud of its successes but recognizes that assessment, program review, and reflection require that we acknowledge the areas where improvements must be made. Building a culture of assessment across all academic units is an ongoing challenge. Library staffing and budgeting remain low when compared to other state institutions in Indiana. And despite an array of first-year retention efforts, the attrition rate of first-year students remains too high. However, IPFW recognizes these challenges and is effectively marshalling its resources and administrative priorities to overcome these continuing challenges.

Chapter 4: **Acquisition, Discovery,** **and Application of Knowledge**



Comprehensive ▼ Innovative ▼ Excellent
OUR BRIDGE TO THE FUTURE



Indiana University–Purdue University Fort Wayne

CHAPTER 4

Criterion 4: Acquisition, Discovery, & Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction

The acquisition, discovery, and application of knowledge stand at the center of the university's mission. Fostering learning and creating knowledge is Goal One of the IPFW Strategic Plan 2008–14, which describes the goal as “the heart of the university's mission.” This goal is achieved through both research and teaching. This chapter examines the university's efforts towards this achievement.

IPFW promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting the acquisition, discovery, and application of knowledge through a broad definition of research, offering support through the Office of Research and External Support, the Office of University Engagement, the Centers of Excellence, and the Center for the Enhancement of Learning and Teaching. Furthermore, university policies for promotion and tenure and for the responsible conduct of research are consistent with its mission.

In terms of its teaching mission, the Baccalaureate Framework has provided a solid base for the university's undergraduate programs, including general education. Assessment in these programs is and will continue to be a major priority. IPFW is also committed to improving and expanding its graduate program offerings. The Office of Graduate Studies provides key support in this area and continues to seek ways to improve administrative effectiveness and program development and improvement.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

IPFW is committed to fostering a life of learning for all of its stakeholders. This commitment is clearly articulated in the university's Strategic Plan, which states, “We are committed to excellence in teaching, student learning, research and creative endeavor, and regional development. As such, IPFW values the pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity” (IPFW Strategic Plan, 2008–14).

This commitment is reinforced by IPFW's Baccalaureate Framework, which articulates the foundations of excellence in learning that all students are expected to achieve with the assistance of university faculty and staff. This framework, which emphasizes the acquisition and application of knowledge, personal and professional values, a sense of community, critical thinking and problem solving, and communication, is the bedrock upon which the university's commitment to a life of learning is built. Additionally, the IPFW Statement on Civility (SD 07-5, available in the Resource Room) defines the values that support the mission of fostering free and open inquiry. It is no accident that the Statement on Civility and Baccalaureate Framework are reproduced in the opening pages of the *IPFW Student Handbook and Planner* — they point the way down the paths to scholarly discovery, creativity, and development.

Faculty Research and Creative Endeavor

One way IPFW demonstrates its commitment to a life of learning is through its sponsorship and support of faculty research and creative endeavor. The majority of the university's full-time faculty are designated as research faculty, indicating that the university has made the financial commitment to provide faculty a .25 FTE release (which

translates as a 3-credit-hour reduction in teaching load), in exchange for a corresponding commitment to research and creative endeavors. Research faculty develop and maintain an agenda for research or creative work, and report on this work through their department chairs, schools, and colleges. Some of this work is highlighted in the university's annual report of faculty *Accomplishments*, which is published by the Office of Research and External Support (ORES), within the Office of Academic Affairs. The mission of ORES is "to facilitate the procurement of external support through research grants, contracts, and technical assistance agreements; to administer internal support for research; and to document and publicize the scholarly achievements of members of the IPFW community."

Besides the ORES report, faculty achievements are announced through department and/or school/college awards, such as the College of Engineering, Technology, and Computer Science's Faculty Excellence awards; Purdue Special Merit awards; and campus awards. Campus awards involve a competitive, peer-reviewed process for selection and include the IPFW Outstanding Research Award, which honors a faculty member for outstanding performance in research, scholarly activity, or creative endeavor. Five schools and colleges offer competitive, peer-reviewed awards focused on research, scholarly activity, or creative endeavor. There are campus and college/school awards that consider the scholarship of teaching and learning, including the Friends of the University Outstanding Teacher Award, the Leepoxy Teaching Award, the Associate Faculty Teaching Award, and the Advisor of the Year award.

In 2007, ORES and the library developed iBidX — the IPFW Faculty Scholarly Works Database — a bibliographic database of the scholarly and creative works by IPFW faculty and administrative staff past and present. Featured in the database were faculty-authored works, including, but not limited to, books, journal articles, book chapters, conference presentations, patents, artistic works, performances, exhibits, and instructional materials. In 2009, through a partnership with ORES and the Office of Academic Affairs, the library has begun an initiative to develop an institutional repository at IPFW. This repository, Opus: Research and Creativity at IPFW (<http://opus.ipfw.edu>), supports the university's goal to raise the national profile of the academic and creative accomplishments of its faculty and students by both identifying published work and providing access to the full-text content of that work in one dedicated Web site. The site will include data from iBidX and add content as copyright permissions are secured. The site will also include IPFW-sponsored journals, conferences, master's theses, student projects, and individual faculty profile pages.

As is true at most universities, a key measure of faculty research is publication. IPFW faculty have been quite productive in this area, as is summarized in Table 4-1 below:

Table 4-1: IPFW Faculty Publications 2003–08

Year	Journal Articles	Book Chapters	Books
2008	184	48	21
2007	145	44	17
2006	182	36	5
2005	176	19	15
2004	136	17	13
2003	191	26	12

Books published by IPFW faculty 2005–08 include:

College of Arts and Sciences

Anthropology

Sandstrom, A. R. (2008). *El Maiz Es Nuestra Sangre: Cultura e Identidad Etnica en un Pueblo Indio Azteca Contemporaneo*. Centro de Investigaciones y Estudios Superiores en Antropologia Social, Mexico.

Berdan, F., Chance, J., Sandstrom, A. R., Stark, B., Taggart, J., & Umberger, E. (2007). *Ethnic Identity in Nahua Mesoamerica: The View from Archaeology, Art History, Ethnohistory, and Contemporary Ethnography*. Salt Lake City: University of Utah Press.

Kuznar, L. A. & Sanderson, S. K., eds. (2007). *Studying Societies and Cultures: Marvin Harris's Cultural Materialism and Its Legacy*. Boulder, CO: Paradigm Press.

Kuznar, L. A. (with Frederick, W. G., Sedlmeyer, R. L.) (2006) "The Effect of Nepotism on the Evolution of Social Inequality." In *Studying Societies and Cultures: Marvin Harris' Cultural Materialism and Its Legacy*, ed. L. Kuznar and S. Sanderson, 168–179. Paradigm Press.

Biology

Kingsbury, B. A. (2008). *Northern Population Segment of the Copperbelly Water Snake (Nerodia erthrogaster neglecta) Recovery Plan*. Fort Snelling, MN: U.S. Fish and Wildlife Service.

Williams, R. N., MacGowan, B., Walker, Z. J., and Kingsbury, B. A. (2006). *Salamanders of Indiana*. West Lafayette, IN: Purdue University Extension.

MacGowan, B., Kingsbury, B. A., and Williams, R. N. (2005). *Turtles of Indiana*. Purdue University Extension.

Chemistry

Atkins, P., and Friedman, R. (2005). *Molecular Quantum Mechanics* (4th ed.). Oxford University Press.

Communication

Cooks, L. M. & Simpson, J. S., eds. (2007). *Whiteness, Pedagogy, Performance: Dis/Placing Race*. Lanham, MD: Lexington Books.

Godwin-Starks, D. (2005). *Drinking the Living Water: A View from the Edge*. Bloomington, IN: AuthorHouse Publishing.

Godwin-Starks, D. (2005). *Davon Goes Fishing at the Big Green Yucky Lake*. Bloomington, IN: AuthorHouse Publishing.

English and Linguistics

Bogue, E., & Rowand, C., et al. (2008). *Visual Communications in a Digital Age: An Introduction to Photography and Photoshop*. Dubuque, IA: Kendall/Hunt.

Minton, J. (2008). *78 Blues: Folksongs and Phonographs in the American South*. Jackson, MS: University Press of Mississippi.

Sun, H., & Kadar, D. Z. (2008). *It's the Dragon's Turn — Chinese Institutional Discourses*. Berne, CH: Peter Lang.

Crisler, C. L. (2007). *Tough Boy Sonatas*. WordSong.

Felber, L. ed. (2007). *Clio's Daughters: British Women Making History, 1790–1890*. Newark, DE: University of Delaware Press.

Geosciences

Farlow, J. O., Langston, W. Jr., et al (2007). *Texas Giants: Dinosaurs of the Heritage Museum of the Texas Hill Country*. Canyon Lake, TX: Heritage Museum of the Texas Hill Country.

Brett-Surman, M. K., Farlow, J., Beuthin, J., and Kvale, E. (2005). *Dinosaur Sciences — from Field to Classroom: What We Can and Cannot Know about Dinosaurs*. Shell, WY: GeoScience Adventures.

Eichhubl, P. and Flodin, E. A. (2005). "Brittle deformation, fluid flow, and diagenesis in sandstone at Valley of Fire State Park, Nevada." *Geological Society of America Annual Meeting Field Trip Guidebook*.

History

Galoppe, Raúl and Weiner, Richard, eds. (2005). *Explorations on Subjectivity, Borders, and Demarcations: A Fine Line*. Lanham, MD: University Press of America.

International Language and Culture Studies

Roberts, S., Schechtman R., eds. (2007). *Finding the Foreign*. Newcastle, U.K.: Cambridge Scholars Press.

Philosophy

Buldt, B., & Löwe, B., et al (2008). *Towards a New Epistemology of Mathematics*. Dordrecht, NL: Springer.

Butler, C. W. (2008). *An Introduction to the Logic of Hegel*. El Cajon, CA: National Social Science Press.

Butler, C. W., trans. (2008). *Lectures on Logic*. Bloomington, IN: Indiana University Press.

Butler, C. W. (2008). *Human Rights Ethics: A Rational Approach*. West Lafayette, IN: Purdue University Press.

Ohlander, E. S. (2008). *Sufism in an Age of Transition: Umar al-Suhrawardi and the Rise of the Islamic Mystical Brotherhoods*. Leiden, NL: Brill.

Butler, C., ed. (2007). *Guantanamo Bay and the Judicial-Moral Treatment of the Other*. West Lafayette, IN: Purdue University Press.

Strayer, J. (2007). *Subjects and Objects: Art, Essentialism, and Abstraction*. Leiden: Brill.

Butler, C. W. (2005). *Hegel's Lectures on Logic*. Bloomington: Indiana University Press.

Political Science

Lutz, B. J. & Lutz, J. M. (2008). *Global Terrorism, Volumes 1–4*. London: Sage.

Lutz, J. M. and Lutz, B. J. (2008). *Global Terrorism*. London: Routledge.

Lutz, B. J. & Lutz, J. M. (2007). *Terrorism in America*. New York: Palgrave.

Lutz, J. M. & Lutz, B. J. (2005). *Terrorism: Origins and Evolution*. New York: Palgrave, 240 p.

Psychology

Bordens, K. S., & Abbott, B. B. (2008). *Research Design and Methods: A Process Approach*. New York, McGraw Hill.

Hill, C. A. (2008). *Human Sexuality: Personality and Social Psychological Perspectives*. Thousand Oaks, CA: Sage.

Bordens, K. S., & Horowitz, I. A. (2007). *Social Psychology* (3rd ed.). St. Paul, MN: Freeload Press.

Gerow, J., Bordens, K., & Blanch-Payne, E. (2007). *General Psychology: With Spotlights on Diversity*. Reno, NV: Bent Tree Press.

Bordens, K. S. and Abbott, B. B. (2005). *Research Design and Methods: A Process Approach* (6th ed.). Boston: McGraw-Hill.

Gerow, J. and Bordens, K. S. (2005). *Psychology: An Introduction* (7th ed.). Cincinnati: Alliance Press.

Sociology

Shupe, A. (2008). *Rogue Clerics: The Social Problem of Clergy Deviance*. New Brunswick, NJ: Transaction.

McKissack, L. B. (2007). *Women of the Harlem Renaissance*. Compass Point Books.

Shupe, A. (2007). *Spoils of the Kingdom: Clergy Misconduct and Religious Community*. Champaign, IL: University of Illinois Press.

Shupe, A. (2007). *Rogue Clerics: The Social Problem of Clergy Deviance*. New Brunswick, NJ: Transaction.

Shupe, A. D. & Darnell, S. E. (2006). *Agents of Discord: Deprogramming, Pseudo-Science, and the American Anticult Movement*. New Brunswick, NJ: Transaction.

School of Education

Educational Studies

Watson, L., & Swim, T. (2008). *Infants and Toddlers: Curriculum and Teaching*. New York: Thomson Delmar Learning.

Swim, T. (2007). *Infants and Toddlers* (1st ed.). Clifton Park, NY: Thomson Delmar Learning.

Health and Human Services

Hewes, D. W. and Leatherman, J. M. (2005). *An Administrator's Guidebook to Early Care and Education Programs*. Boston: Allyn & Bacon.

Division of Public and Environmental Affairs

Grant, J. A. (2008). *The New American Social Compact: Rights and Responsibilities in the Twenty-first Century*. Lanham, MD: Lexington Books.

Pearson-Nelson, B. J. (2008). *Understanding Homicide Trends: The Social Context of a Homicide Epidemic*. New York: LFB Scholarly Publishing.

College of Engineering, Technology, and Computer Science

Manufacturing and Construction Engineering Technology and Interior Design

Ding, S. (2008). *Modeling and Visualization with AutoCAD*. New York: Fairchild Publications.

College of Health and Human Services

Consumer and Family Sciences

Lolkus, L., & Cooper, M. (2008). *Nutrition in Dentistry*. Baltimore, MD: Wolters Kluwer/Lippincott Williams & Wilkins.

Dental Education

Cooper, M. D. & Palmer, C. (2007). *Instructor's Resource Manual with Test Bank and PowerPoint™ lecture CD-ROM: Diet and Nutrition in Oral Health*. Upper Saddle River, NJ: Prentice Hall.

Richard T. Doermer School of Business and Management Sciences

Economics

Dilts, David A. (2006). *Cases in Collective Bargaining & Industrial Relations*. 11th ed. NY: McGraw-Hill.

Dilts, David A. (2006). *Instructor's Manual for Cases in Collective Bargaining & Industrial Relations*. 11th ed. NY: McGraw-Hill.

Faculty have also published numerous book chapters, as well as articles in a broad variety of peer-reviewed journals. In 2008, these journals included:

Advances in Developing Human Resources

American Literary Realism

American Secondary Education

Animal Behaviour

ASCE Journal of Materials Engineering

Behaviour

Behavioural Processes

Bioorganic & Medicinal Chemistry Letters

Canadian Journal of Zoology

Canadian Journal of Chemistry

Chinese Annals of Mathematics

Compendium of Continuing Education in Dentistry
Complex Variables and Elliptic Equations
Computer Applications in Engineering Education
Conservation Biology
Conservation Genetics
Death Studies
Deviant Behavior
Diaspora, Indigenous, and Minority Education: An International Journal
Early Child Development and Care
Education Resources Information Center
Electronic Journal of Linear Algebra
Empirical Economics Letters
Endangered Species Research
Erkenntnis
Ethos
Feminist Media Studies
Global Economy Journal
Human Services
Human Services Education
IEEE Transactions on Instrumentation and Measurement
Indiana Policy Review
Inorganica Chimica Acta
International Journal of Bifurcation and Chaos
International Journal of Electronics and Computer Systems
International Journal of Mechanical Engineering Education
International Journal of Services Technology and Management
International Journal of Social Inquiry
International Journal of Sociology and Social Policy
International Journal of Systems Science
International Review of Industrial and Organizational Psychology
Japan Studies Review
Journal for Economic Development and Business Policy
Journal of Applied Physics
Journal of Behavioral and Applied Management
Journal of Business and Information Technology
Journal of Business and Technical Communication
Journal of Business Communication
Journal of Child and Adolescent Psychiatric Nursing
Journal of Clinical Endocrinology and Metabolism
Journal of Collective Negotiations
Journal of Engineering Technology
Journal of Enterprising Communities: People and Places in the Global Economy
Journal of Family Psychology
Journal of Herpetology
Journal of Human Nutrition and Dietetics
Journal of Management Development
Journal of Medical Ethics
Journal of Multimedia Tools and Applications
Journal of Music Therapy
Journal of Small Business and Entrepreneurship
Journal of Social Studies Research
Journal of Soil and Water

Journal of Systems Science and Mathematical Sciences
Journal of Telecommunication Systems
Journal of the Optical Society of America
Journal of Vertebrate Paleontology
Journal of Zoology
JP Journal of Heat and Mass Transfer
Molecular Ecology
Monokl
Physical Review E
Plant & Cell Physiology
Quarter After Eight: A Journal of Prose and Commentary
Quarterly Review of Distance Education
Reflective Practice
Renaissance Quarterly
Scholarly Partnerships.edu
Small Group Research
Social Studies Research and Practice
Spenser Studies: A Renaissance Poetry Annual
Studies in Philology
Talisman: A Journal of Contemporary Poetry and Poetics
Teacher Education & Practice
Teaching and Learning in Nursing
Teaching and Teacher Education
The ASPPA Journal
The Oral History Review
The Physics Teacher
Thresholds in Education
Women, Politics & Policy

The ORES reports of faculty accomplishments for 2005–08 are available for review in the Resource Room.

Although somewhat more difficult to quantify, IPFW faculty have also been very successful in the area of creative endeavor. In addition to the large number of on-campus theatre productions, music performances, and art exhibits (see Table 4-2), IPFW faculty have performed and exhibited in a variety of international, national, and regional venues. Examples of recent accomplishments are provided below in Table 4-3.

Table 4-2: College of Visual and Performing Arts Sponsored Performances and Exhibits

	2008	2007
Gallery Exhibits	10	7
Music Performances	43	45
Theatre Productions	6	8

Table 4-3: Examples of External Creative Activity

Year	Faculty Member(s)	Unit	Title	Activity	Venue
2006	Christopher Ganz	Fine Arts, VPA	19th University of Dallas National Print Invitational	Exhibition	Traveling
2006	Christopher Ganz	Fine Arts, VPA	Paper in Particular – National Juried Works on Paper Exhibition	Exhibition	Columbia College, Columbia, MO

2006	Dana Goodman	Fine Arts, VPA	Into View, the 15th Anniversary Window on Sculpture Exhibition	Exhibition	The Sculpture Center, Cleveland, OH
2006	Dana Goodman	Fine Arts, VPA	16th San Angelo National Ceramic Competition	Exhibition	San Angelo Museum of Art, San Angelo, TX
2006	Dana Goodman	Fine Arts, VPA	Crafts National	Exhibition	Lancaster Museum of Art, Lancaster, PA
2006	John Hrehov, Nancy McCroskey	Fine Arts, VPA	Summer Group Exhibition	Exhibition	Denise Bibro Fine Art Inc., NY, NY
2006	John Hrehov	Fine Arts, VPA	Untitled	Solo Exhibition	Denise Bibro Fine Art Inc., NY, NY
2006	Nancy McCroskey	Fine Arts, VPA	Art Miami, International Art Exposition	Exhibition	Miami, FL
2006	Audrey Ushenko	Fine Arts, VPA	Untitled	Exhibition	National Academy of Design, NY, NY
2006	Audrey Ushenko	Fine Arts, VPA	Untitled	Solo Exhibition	Denise Bibro Fine Art Inc., NY, NY
2006	Benita Brewer	Visual Communication & Design, VPA	Beyond the Night: Rites and Awakening	Online Exhibition	caladangallery.com
2006	Benita Brewer	Visual Communication & Design, VPA	6th Annual Summer All Media International Online Juried Art Exhibition	Online Exhibition	Upstream People Gallery
2006	Richard Nelipovich (Elaver)	Visual Communication & Design, VPA	Simply Droog Exhibition	Exhibition Designer	Museum of Arts and Design, NY, NY
2006	Thomas Bernard	Theatre, VPA	Greater Tuna, Oklahoma, 1776, Out of Order, Gypsy, The Wizard of Oz	Costume Designer	Barn Theatre, Augusta, MI
2006	Mark Ridgeway	Theatre, VPA	Wonderland, Fowl Play	Scenic Designer	Northbrook Theatre, Chicago, IL
2006	Melanie Bookout	Music, VPA	Viola da Gamba Society of America Conclave	Performer	St Olaf College, Northfield, MN
2006	Melanie Bookout	Music, VPA	Concert & CD Project	Performer/Codirector	Allentown, PA
2006	Braham Dembar, David Cooke, Jay Remissong	Music, VPA	International Double Reed Society Convention	Performer	Muncie, IN
2006	Gregg Gausline	Music, VPA	New York State Summer Music Camp	Conductor	Oneonta, NY
2006	Robert Allen Saunders	Music, VPA	Frigyes Hidas' Requiem	Solo Performer	Middle Tennessee State University, Murfreesboro, TN
2006	J. Farrell Vernon	Music, VPA	Williams Schmidt's Saxophone Quartet #3, With Sempre Saxophone Quartet	Performer	University of Iowa, Iowa City, IA
2006	J. Farrell Vernon	Music, VPA	Guest Recital	Performer	Appalachian State University, Boone, NC
2006	J. Farrell Vernon	Music, VPA	Sempre Saxophone Quartet	Performer	Nebraska Tour
2007	Christopher Ganz	Fine Arts, VPA	Alter Egos: Drawings and Prints by Christopher Ganz	Solo Exhibition	Trisolini Gallery, Ohio University

2007	Christopher Ganz	Fine Arts, VPA	Untitled	Solo Exhibition	The Carnegie Gallery, Covington, KY
2007	Christopher Ganz	Fine Arts, VPA	Hong Kong Graphics Arts Festival 2007	Group Exhibition	Hong Kong Polytechnic University, Hong Kong
2007	Audrey Ushenko	Fine Arts, VPA	Untitled	Solo Exhibition	Denise Bibro Fine Arts Inc., NY, NY
2007	Nancy McCroskey	Fine Arts, VPA	Earth and Sky: The Wall as Ethereal Canvas-Group Exhibition	Exhibition	Mellwood Arts and Entertainment Center, Louisville, KY
2007	Dana Goodman	Fine Arts, VPA	Ohio University Ceramics: 1990 Until Now	Group Exhibition	Riverbend Winery, Louisville, KY
2007	Dana Goodman	Fine Arts, VPA	On a Pedestal and Off the Wall	Group Exhibition	The Sculpture Center, Cleveland, OH
2007	Dana Goodman	Fine Arts, VPA	Earth and Sky: The Wall as Ethereal Canvas	Exhibition Curator	Millwood Art Center, Louisville, KY
2007	Richard Elaver	Visual Communication & Design, VPA	Virtual Tangible 2.0	Exhibition	Velvet de Vinci Gallery, San Francisco, CA
2007	Richard Elaver	Visual Communication & Design, VPA	Simply Droog-10 + 3 Years of Creating Innovation and Discussion	Exhibition Designer	Museum of Arts and Design, New York, NY
2007	James Gabbard	Visual Communication & Design, VPA	Group Photography Exhibition	Best of Show	Clark Gallery, Honeywell Center, Wabash, IN
2007	James Gabbard	Visual Communication & Design, VPA	Group Photography Exhibition	First Place	Wassenberg Art Center, Van Wert, OH
2007	Jeffrey Casazza	Theatre, VPA	The Love Poetry of Karl Marx	Actor	New Play Development Conference, Indiana Repertory Theatre, Indianapolis, IN
2007	Mark Ridgeway	Theatre, VPA	Can-Can, Picnic, Sweet Charity, and Little Shop of Horrors	Scenic Design	Tibbits Opera House, Coldwater, MI
2007	Mark Ridgeway	Theatre, VPA	Little Women	Scenic Design	Huntington University, Huntington, IN
2007	Brittney Coughlin	Theatre, VPA	Hall of Fame for Dance Competition	Choreographer	Chicago, IL
2007	Melanie Bookout	Music, VPA	Barthold Kuijken Master Class	Performer	University of Indianapolis
2007	Melanie Bookout	Music, VPA	Orlando Ensemble für alte Musik	Performer	Berlin, Germany
2007	Melanie Bookout	Music, VPA	Music Alive Series & Early Instruments	Performer and Coproducer	Marshall University, Huntington, WV
2007	J. Farrell Vernon, Melanie Bookout	Music, VPA	The Forgotten Saxophone: New Music for the Soprano	CD Recording	Arizona University
2007	J. Farrell Vernon, Laura Lydy	Music, VPA	Rome Festival Concert Series	Performer	Rome, Italy
2007	Farrell Vernon	Music, VPA	North American Saxophone Alliance Region 7 Conference	Performer	University of North Carolina, Greensboro, NC

2007	Farrell Vernon	Music, VPA	Rousseau International Saxophone Masterclass	Performer	University of Minnesota, Minneapolis, MN
2007	Amy Prickett	Music, VPA	Haydn's "Creation"	Soprano Soloist	South Bend Vesper Chorale, St. Matthew Cathedral, South Bend, IN
2007	Todd Prickett	Music, VPA	"Socrates" (Opera Premiere) by Hollis Thoms	Tenor	St. John's College, Annapolis, MD
2007	Robert Allen Saunders	Music, VPA	Recital	Solo Performer	Northwestern University, IL
2007	Robert Allen Saunders	Music, VPA	The Viola da Gamba Dojo	Vocal Soloist	New York, NY
2007	Robert Allen Saunders	Music, VPA	Amahl and the Night Visitors by Gian Carlo Menotti	Role of Balthazar	First Presbyterian Church, Columbus, OH
2008	Christopher Ganz	Fine Arts, VPA	National Contemporary American Realism 2008 Biennial	Grand Prize Winner	Fort Wayne Museum of Art, Fort Wayne, IN
2008	Dana Goodman	Fine Arts, VPA	5th Ceramic World International Biennial Competition Exhibition	Artist	World Ceramic Center, Gyeonggi Province, South Korea
2008	Dana Goodman	Fine Arts, VPA	International Festival of Ceramics Exhibition	Artist	Mino, Japan
2008	John Hrehov	Fine Arts, VPA	Summer Group Exhibition, 2008	Artist	Denise Bibro Fine Art Inc., NY, NY
2008	John Hrehov	Fine Arts, VPA	National Contemporary American Realism 2008 Biennial	Artist	Fort Wayne Museum of Art, Fort Wayne, IN
2008	Audrey Ushenko	Fine Arts, VPA	Members Exhibition	Artist	National Academy of Design, New York, NY
2008	Audrey Ushenko	Fine Arts, VPA	Installation: Smile, You're on the Forefront of Medicine	Artist	University of Chicago, Chicago, IL
2008	Nancy McCroskey	Fine Arts, VPA	Tribute	Commissioned Ceramic Tile Installation	Central Insurance, Van Wert, OH
2008	Richard Elaver	Visual Communication & Design, VPA	Algorithmic Design Exhibition	Solo Exhibition	SNAG Conference, Savannah, GA
2008	James Gabbard	Visual Communication & Design, VPA	Annual Juried Photography Exhibition	First place, portraiture, and plants	Wassenberg Art Center, Van Wert, OH
2008	Jeffrey Casazza	Theatre, VPA	Playwrights in Process: New Plays	Director and Dramaturg	Indiana Repertory Theatre, Indianapolis, IN
2008	Brittney Coughlin	Theatre, VPA	National Dance Competition	Choreographer	Las Vegas, NV
2008	Melanie Bookout	Music, VPA	Master Class, Lute Society of America	Performer	Case Western Reserve, Cleveland, OH
2008	Melanie Bookout, Farrell Vernon	Music, VPA	Rousseau Celebration Grand Finale	Performers	University of North Carolina, Greensburg, NC
2008	Farrell Vernon, Melanie Bookout, Laura Lydy	Music, VPA	Living with the Classics Vols. 1&2	CD Recording	University of Arizona, Tucson, AZ

2008	Todd Prickett	Music, VPA	Oregon Bach Festival Chorus	Performer	University of Oregon, Eugene, OR
2008	Amy Prickett	Music, VPA	Carmina Burana	Soloist	Bowling Green Western Symphony Orchestra and Choral Society, Bowling Green, KY
2008	Amy Prickett	Music, VPA	Oregon Bach Festival Chorus	Soloist	University of Oregon, Eugene, OR
2008	Eric Schweikert	Music, VPA	St. Paul Chamber Orchestra International Tour	Performer	Scandinavia
2008	Hamilton Tescarollo	Music, VPA	Duo Recital with Cellist, Carlos Audi	Performer	Tampa, FL, and University of South Carolina, Columbia, SC
2008	Hamilton Tescarollo	Music, VPA	Duo Recital with Cellist, Carlos Audi	Performer	Goianaia, Sao Paulo, and Rio de Janeiro, Brazil
2008	Farrell Vernon	Music, VPA	North American Saxophone Alliance National Conference	Performer	University of South Carolina, Columbia, SC

Research and creative endeavor activities are, of course, not limited to faculty. Publication and presentation by administrators and staff in the Office of Student Affairs are encouraged and supported. Student Affairs publications in recent years are listed below:

Barr, M. J., & McClellan, G. S. (under contract). *Budgets and financial management in higher education*. San Francisco: Jossey-Bass.

Blythe, S., Darabi, R., Kirkwood, B. S., & Baden, W. (in press). Exploring options for students at the boundaries of the “at-risk” designation. *WPA Journal*.

Carr, P. L., & McClellan, G. S. (2008). Alcohol awareness through the arts: The power of dance in a college alcohol awareness program. *Journal of Dance Education*, 8(4), pp. 128-130.

Darabi, R. L., & Ehle, B. J. (2008). Civic engagement through first-year experience conversations. In M. J. LaBare (Ed.), *First-year civic engagement: Sound foundations for college, citizenship, and democracy*. The University of South Carolina: The Center for the First-Year Experience and Students in Transition and *The New York Times*.

Fox, M., Lowe, S., & McClellan, G. S. (Eds.). (2005). Serving Native American students in higher education. *New Directions for Student Services*, #109. San Francisco: Jossey-Bass.

Hoff, A. K., & Parker, J. S. (2009, March). Faux pas to avoid in an advisor job search. *Academic Advising Today*.

Hoff, A. K. (2009, June). Tips for creating a successful résumé. *Academic Advising Today*.

Jablonski, M., McClellan, G. S., Zdziarski, E., Ambler, D., Barnett-Terry, R., Cook, L., Dunkle, J. H., Gatti, R., Griego, E., & Kindle, J. (2008). *In search of safer communities: Emerging practices for student affairs in addressing campus violence*. Washington, D.C.: NASPA.

Kirkwood, B. S. (in press). Retrospective pretests. *On Course*.

McClellan, G. S. (in press). [Review of the book Higher learning, greater good: The private & social benefits of higher education]. *Journal of College Student Development*.

McClellan, G. S. (2009). [Review of the book Online social networking on campus: Understanding what matters in student culture]. *Journal of College Student Development*, 50(2).

McClellan, G. S. (2008, March 7). What colleges can do about student gambling. *Chronicle of Higher Education*, 54(20), p. A33.

McClellan, G. S., & Caswell, J. (2007). The 4th wave of gambling: Hanging ten, holding our breath, or going under? *NASPA Leadership Exchange*, 4(3), 12-15.

McClellan, G. S., Cruz, G., Metcalfe, A. S., & Wagoner, R. (2005). Toward technological bloat and academic technocracy: The Information Age and higher education. In A. S. Metcalf (Ed.), *Knowledge management and higher education: A critical analysis*. Hershey, PA: Idea Group.

McClellan, G. S., Eklund-Leen, S., Gatti, R., & Kindle, J. (in press). Will it work both here and there? The AISP Model in various institutional contexts. In J. Dunkle (ed.), *The AISP Model. New Directions for Students Services*. San Francisco: Jossey-Bass.

McClellan, G. S., Hardy, T. W., & Caswell, J. (Eds.). (2006). Ahead of the game: Understanding and addressing campus gambling. *New Directions for Student Services*, #113. San Francisco: Jossey-Bass.

McClellan, G. S., & Stringer, J. (Eds.). (2009). *The handbook of student affairs administration* (3rd ed.). San Francisco. Jossey-Bass.

Mieszcanski, K. Career success begins in college. *Magis: The Jesuit Journal of Student Development*, 2009.

Schloss, P. J., Santoro [Kuznar], C., Wood, C. E., & Bedner, M. J. (1988). A comparison of peer-directed and teacher-directed employment interview training for adults with mental retardation. *Journal of Applied Behavior Analysis*, 21 (2), 97-102.

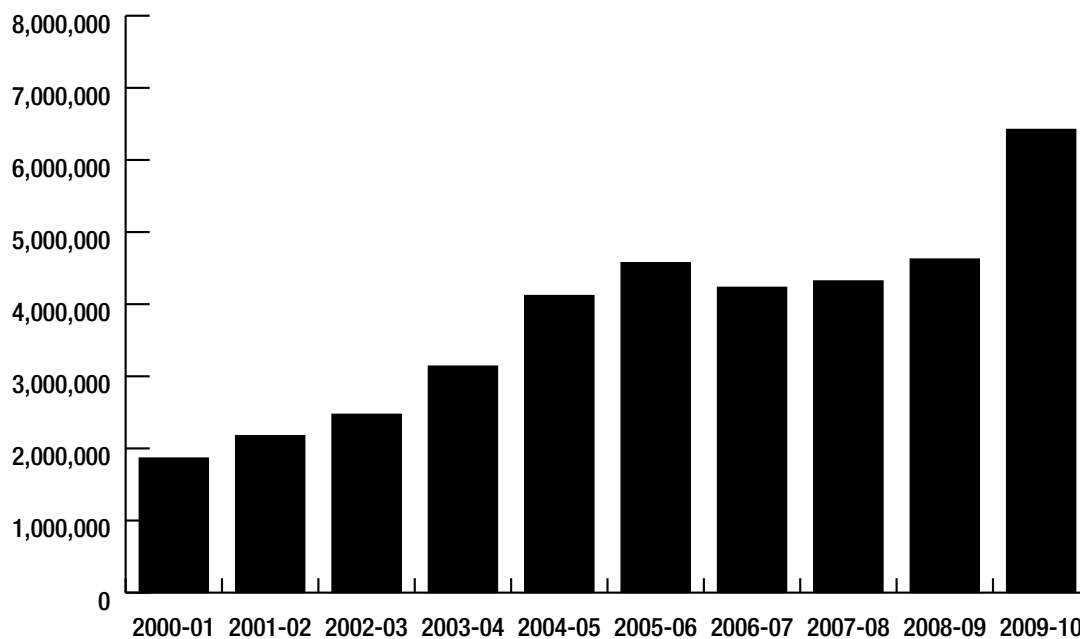
Schloss, P. J., Smith, M., Santoro [Kuznar], C., & Bryant, R. (1989). A respondent conditioning approach to reducing anger responses of a dually diagnosed man with mental retardation. *Behavior Therapy*, 20(4), 459-464.

Schulz, S. A., Lee, J. J., Cantwell, B., McClellan, G. S., & Woodard, Jr., D. B. (2007). Moving toward a global community: An analysis of the internationalization of student affairs graduate preparation programs. *NASPA Journal*, 44(3).

Vickers, L., & McClellan, G. S. (2004). Bringing the world to North Dakota. *Peer Review*, 6(4), 22-24.

Another important measure of the success of ORES and the faculty and staff is the university’s success at receiving research funding from external sources. The growth of this funding can be seen in Figure 4-1.

Figure 4-1: Total Grants and Contracts Awarded 2000–10



With the support of ORES, IPFW has striven to increase its grants and contracts funding as part of its Strategic Plan. The impact of this effort is seen above with the total grants and contracts awarded increasing from \$1.2 million in 1998–99 to \$4.5 million in 2008–09. Recent major grants and contracts received by academic units are listed below in Table 4-4.

Table 4-4: Recent Major Academic Unit Grants and Contracts

Year	Recipient & Unit	Title	Source	Amount
2006–07	McCullough, Robert G., Anthropology, A&S	REU: Undergraduate Experience in the Application of Geophysical Methods to the Archaeology of Late Prehistoric Central Indiana	National Science Foundation	\$61,381
	Wang, Guoping, Engineering, ETCS	Preview, Exercise, Teaching and Learning in Digital Electronics Education	National Science Foundation	\$81,220
	Paladino, Frank V., Biology, A&S	Costa Rican Sea Turtles	EarthWatch	\$63,213
	Putt, Mark S., Health Science Research Center, HHS	Laboratory Evaluations of Dental Products	Church & Dwight	\$68,825
	Putt, Mark S., Health Science Research Center, HHS	Laboratory Evaluations of Dental Products	Johnson & Johnson Consumer Products Worldwide	\$120,450
	Finke, Linda M., Health Sciences, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$198,231
	McCrary, Kenneth A., Continuing Studies	Small Business Development Center Northeast Indiana	U.S. Small Business Administration	\$124,573
	O'Connell, Kathleen L., Behavioral Health and Family Studies Institute, VCAA	Northeast Indiana Area Health Education Center Program	Health Resources and Services Administration	\$241,500
	O'Connell, Kathleen L., Behavioral Health and Family Studies Institute, VCAA	Gambling and Suicide Prevention	Indiana Family and Social Services Administration	\$105,000
	Palevich, Robert F., Management and Marketing, DSBMS	Northeast Indiana Strategic Skills Initiative "BEST Institute"	Northeast Indiana Workforce Investment Board	\$121,200
	Sternberger, Carol S., Nursing, HHS	Support for IPFW Nursing Program	Parkview Health Systems	\$562,000
	McCullough, Robert G., Archaeological Survey, A&S	Open-ended Contract	Indiana Department of Transportation	\$55,051
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Suicide Prevention Coalition	Indiana Department of Health	\$70,000
	Broberg, Harold, Electrical and Computer Engineering Technology, ETCS	Electronic Sensor System Testing	Tuthill Controls Group	\$62,309
2007–08	Miller, Geralyn, Pension Institute, PEA	IPFW Institute for Pension Plan Management	American Society of Pension Professionals and Actuaries	\$50,000
	Miller, Geralyn, Pension Institute, PEA	IPFW Institute for Pension Plan Management	Indiana Economic Development Corporation	\$74,998
	Paladino, Frank V., Biology, A&S	Costa Rican Sea Turtles	EarthWatch	\$81,480
	Finke, Linda, Health and Human Services, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$104,171

2008–09	Finke, Linda, Health and Human Services, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$112,172
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Northeast Indiana Area Health Education Center	Health Resources and Services Administration	\$355,000
	Miller, GERALYN M., Pension Institute, PEA, IPFW Institute for Pension Management	Phase 1	Lincoln Financial Group	\$150,000
	Nowak, Jeffrey, Elementary Education, EDUC	ISTEM Resource Network	Central Indiana Corporate Partnership Foundation	\$100,000
	Alhassan, Mohammad, Engineering, ETCS	Superiority and Constructability of Fibrous Additives for Bridge Deck Overlays	Illinois Center for Transportation	\$56,795
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	K–12 Outreach Northeast Indiana Area Health Education Center	U.S. Department of Health and Human Services	\$50,000
	McCullough, Robert G., Archaeological Survey, A&S	Field School and Archaeology Month 2009	Indiana Department of Natural Resources	\$48,939
	McCullough, Robert G., Archaeological Survey, A&S	Intensive Survey of New Washington and Ellinsworth in Clark County, IN	Indiana Department of Natural Resources	\$43,730
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Suicide Prevention Coalition	Indiana State Department of Health	\$80,000
	Leffers, Regina, Manufacturing & Construction Engineering Technology and Interior Design, ETCS	Development of a Sustainable Positive Energy Construction Lab at IPFW	The Kresge Foundation	\$75,000
2009–10 Year-to-date	Paladino, Frank V., Biology, A&S	Interactions of Leatherback Turtles and Fisheries in the Pacific Ocean	Drexel University/Pew Charitable Trusts	\$74,799
	Putt, Mark, Health Science Research Center, HHS	Laboratory Evaluations of Dental Products	Johnson & Johnson Consumer and Personal Products Worldwide	\$72,850
	Finke, Linda, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$233,900
	McCrory, Kenric, Continuing Studies, VCAA	Northeast Indiana SBDC	Indiana Economic Development Corporation	\$196,116
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Northeast Indiana Area Health Education Center	Health Resources and Services Administration	\$289,627
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Cares Youth Suicide Prevention Project	U.S. Department of Health and Human Services	\$499,999
	Hilpert, Jonathan C., EDUC	Collaborative Research: Examining the Impact of the Freshman Teaching Academy on Engineering Student Future Time Perspective and Strategic Learning	National Science Foundation	\$50,462
	Alhassan, Mohammad and Ashur, Suleiman, ENGR, ETCS	Superiority and Constructability of Fibrous Additives for Bridge Deck Overlays	Illinois Center for Transportation (U.S. Dept. of Transportation)	\$52,045

Paladino, Frank, BIOL, A&S	Costa Rican Sea Turtles	Earthwatch	\$97,580
O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Cares Youth Suicide Prevention Project	U.S. Department of Health and Human Services	\$499,997

Nonacademic units including Student Affairs and Financial Affairs have also been successful in obtaining external support. These awards are listed below in Table 4-5:

Table 4-5: Recent Major Nonacademic Unit Grants and Contracts

Year	Recipient & Unit	Title	Source	Amount
2006–07	Christmon, Kenneth, Multicultural Services, VCSA	Twenty-First Century Scholars Program Site Agreement	State Student Assistance Commission of Indiana	\$247,083
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$220,000
2007–08	Lohmuller, Bernard, College Cable Access Center	College Cable Access Center	City of Fort Wayne, Cable Access Fund	\$160,567
	Christmon, Kenneth, Multicultural Services, VCSA	IPFW Upward Bound Expansion	U.S. Department of Education	\$250,000
	Christmon, Kenneth, Multicultural Services, VCSA	Vocational and Technical Education Services for Students Who Are Handicapped/Disadvantaged	Indiana Commission for Higher Education	\$140,644
	Christmon, Kenneth, Multicultural Services, VCSA	Twenty-First Century Scholars Program Site Agreement	U.S. Department of Education	\$178,601
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$250,800
	Branson, Walter J., Vice Chancellor for Financial Affairs, VCFA	St. Joseph River Pedestrian Bridge	Indiana Department of Transportation	\$1,180,145
2008–09	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$250,000
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound Expansion	U.S. Department of Education	\$250,000
	Lohmuller, Bernard, CATV, CHAN	Support for College Access Television	City of Fort Wayne, CATV Fund	\$198,531
2009–10 Year-to-date	Christmon, Kenneth, Multicultural Services, VCSA	Career and Technical Education Development Services	Indiana Department of Workforce Development	\$147,403
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$250,000
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound Expansion	U.S. Department of Education	\$250,000

ORES administers internal grants, including faculty summer grant programs sponsored by IPFW and Purdue, which are aimed at helping new faculty begin or develop a research or creative agenda, and assisting experienced

faculty in further advancing their research agendas. These grants provide fiscal support for two months of uninterrupted scholarly research by faculty. IPFW Summer Grants provide support to 10 faculty each year, with the Purdue Research Foundation (PRF) Summer Faculty Grant adding support for six additional faculty. Other internal support includes special grants for international travel, external grant proposal development assistance, special grants for interdisciplinary research, and assistance to faculty engaging in partnerships with area businesses and nonprofit organizations.

Faculty also receive support for their research and creative endeavors from their individual academic units. All academic departments make funds available for faculty and staff professional development through their Supplies and Expenses portion of the budget. Amounts allotted for professional development are at the discretion of department/unit chairs and directors. Additional monies may be requested from the college/school deans and the vice chancellor for academic affairs. IPFW faculty are also eligible for travel grants from both Indiana University and Purdue University for presentations outside of the United States.

In 2006, the university initiated a new program to recognize and reward outstanding faculty entitled IPFW Featured Faculty. On a biannual basis, the program recognizes six–eight faculty members who make outstanding contributions to the campus and community in teaching, research, and service. These faculty are provided with resources to support their continuing work and featured in a variety of public events including a lecture series.

To further enhance faculty research and to raise the profile of faculty accomplishment, IPFW has set a goal to increase the number of endowed faculty chair positions. This initiative stands as an action item in the 2008–14 Strategic Plan. In recent years, IPFW has established eight endowed faculty chair positions. These include:

- The Howard and Betsy Chapman Distinguished Professor of English
- The Paul E. Shaffer Chair in Finance
- The Steel Dynamics Distinguished Professor of Engineering
- The Distinguished Professor of Systems Engineering
- The Chair of Wireless Communication and Applied Research
- The Donald R. Willis Professor of Entrepreneurship
- The Jack W. Schrey Professor of [Any Discipline: The two professorships are currently in Mathematics and Biology]

Besides research faculty, IPFW also rewards the research and creative efforts of teaching faculty and part-time faculty. IPFW has steadfastly encouraged the scholarship of teaching, and the Office of Academic Affairs, in consultation with the faculty, has developed criteria to help faculty earn promotion and tenure through teaching and the scholarship of teaching. Teaching faculty receive comparable professional development support from their departments as do research faculty. The Office of Academic Affairs has made available three resource documents to assist faculty in assembling evidence to document their cases for promotion and tenure. The documents (available in the Resource Room) are:

Examples for Documenting and Evaluating Teaching

Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor

Examples for Documenting and Evaluating Faculty Service

Internal grants for the scholarship of teaching are administered through the Center for the Enhancement of Learning and Teaching (CELT). Summer instructional grants support faculty work in enhancing teaching and in new course development. The Distance Education Coordinating Committee (DECCO) provides grants of up to \$10,000 for development of distance education courses and innovations in distributed learning. CELT also sponsors an annual fall conference that supports the scholarship of teaching and a spring conference that supports and celebrates the achievements of part-time faculty.

Another way IPFW has supported research in specific areas has been through its research labs and facilities and its Centers of Excellence program. IPFW now has 16 Centers of Excellence on campus. In a program begun less than 10 years ago and formalized in 2003, the university has made a commitment to utilize these centers to recognize and advance faculty expertise; engage undergraduate and graduate students in experiential learning opportunities through service and research; market these capabilities to the public, private, and not-for-profit sectors; provide opportunities to integrate teaching, research, and service; encourage multidisciplinary collaboration; and facilitate the administration of externally supported projects. The current Centers of Excellence include:

- Archaeological Survey
- Behavioral Health & Family Studies Institute
- Center for the Built Environment
- Center for Reptile and Amphibian Conservation and Management
- Center for Excellence in Systems Engineering
- Community Research Institute
- Institute for Decision Sciences and Theory
- Institute for Human Rights
- Mike Downs Center for Indiana Politics
- Scholar-Practitioner Center for the Advancement of Educational Leadership and Learning Organizations
- Information Analytics and Visualization Center
- Institute for Pension Plan Management
- Center for Wireless Technology
- Three Rivers Language Center
- Institute for Holocaust and Genocide Studies
- Center for Social Research

Student Research and Creative Endeavor

IPFW, through ORES and its schools, colleges, and departments, has made a commitment to foster student research and creative endeavor. ORES does this through three different grant programs and two student research conferences. While being separate programs, all define research and creative endeavors broadly within the Strategic Plan of the ORES.

Research Grants

Undergraduate Summer Research Support Program: Successful undergraduates receive \$1,000 in wages to support research and creative endeavors. See Figure 4-6 below.

Undergraduate Research Supplies and Expenses Mini-grant Program: Students can receive grants of up to \$250 to defray costs of research including travel to research sites, equipment, and expendable supplies. See Figure 4-6 below.

Undergraduate Conference Travel Program: Students can apply for up to \$250 to help fund expenses related to presenting a paper at a professional conference.

Table 4-6: Undergraduate Student Research Support

Year	Summer	S&E	Total
2009	6	0	\$6,000
2008	8	2	\$7,000
2007	8	2	\$7,500
2006	11	5	\$12,250

University Undergraduate Research Conferences

Annual Undergraduate Research and Creative Endeavor Symposium: Provides IPFW and area students the opportunity to present research to faculty and peers in a formal research conference. See Figure 4-7 below for student participation.

Purdue University System Student Research Competition: Five-category research competition with monetary awards for students throughout the Purdue University system.

Table 4-7: Student Participation in the IPFW Research Symposium

Year	Presentations	Students Involved
2009	42	47
2008	50	74
2007	44	54
2006	43	54

In addition to the ORES research and creative support efforts, the university's colleges, schools, and numerous departments have provided students with faculty research collaboration, research mentoring, ongoing research project participation, and departmental research conferences. The growing campus-wide efforts involving research and creative endeavors have led to significant and tangible results while also extending classroom work, providing solid experience in preparation for graduate or professional school, and providing a basis for student and faculty publications. These efforts have encompassed three categories.

The first category of departmental efforts toward student research and creative endeavor efforts is borne out of intentional departmental course design. Not surprisingly, professional degrees have integrated research endeavors that apply directly to professional expectations. For example, six MBA students presented two different papers associated with their Human Resource Research course at an international conference. In nursing, students in Introduction to Healthcare Informatics developed Web sites that demonstrated a grasp of the difficulties of integrating health information, information management, informatics, and cultural literacy that are very much part of contemporary medicine. There are numerous examples among other schools and colleges, from departments with capstone course seminars to courses such as MATH 163H-164H Honors Calculus and PSY 441 Advanced Research in Social and Personality Psychology, where students present research at the end of the semester. Other such curriculum-based research and creative endeavors occur across multiple disciplines.

The second category of research and creative endeavor efforts on campus centers on annual or semi-annual departmental events that provide incentives for students to produce and present research relevant for their discipline. Such efforts are vital to the academic environment at IPFW and to the broader community of stakeholders, and they also provide students with tremendous opportunities for later success in graduate school, professional school, or law school. These events acclimate students to disciplinary expectations and provide an opportunity to expand on academic work from the classroom. Listed and described below are some of the many such activities on campus:

Departmental Research Journals, Conferences, and Symposia

Department of History. History hosts an undergraduate research conference with undergraduate papers that are reviewed by faculty. The conference has been televised on Campus Access Cable. The department also has helped coordinate undergraduate participation in Indiana University university-wide conferences on women's and gender studies.

Department of International Language and Culture Studies: Students, colleagues, and outside contributors have produced articles, poetry, and films on numerous topics that are collected and edited in an online multimedia journal called *Soleado* by faculty members of Spanish.

Department of English: The English department edits a journal entitled *Confluence* for students, alumni, and the community that includes manuscripts, photographs, and artwork. In recent years, undergraduates

have had manuscripts appear in *Confluence*. The English Graduate Colloquium has provided numerous students the opportunity to present their research for a departmental audience and review.

IPFW Writing Center. The center's sponsorship of student research into writing center pedagogy is exemplary. Every year for the past 10 years the center has worked with its student tutors to develop presentations on Writing Center research, which are submitted to the annual conference of the East Central Writing Centers Association (ECWCA), a regional group that includes 475 writing centers within its region. Attendance at this conference gives IPFW student tutors the opportunity to share their research with students from other colleges and universities, and gives them greater insight into the role they play in assisting their fellow students with their academic work.

College of Visual and Performing Arts. Among many annual student performances and exhibitions, most Visual and Performing Arts students must participate in a senior exhibition, performance, or design at IPFW or in the arts community prior to graduation. This includes designated IPFW senior recitals; performance roles and set, lighting, or costume designs in theatre performances; and exhibitions of student art in the Visual Arts gallery or other gallery spaces.

Student Art in the Library Exhibitions. This collection showcases two-dimensional artwork by IPFW students. Pieces are entered in a faculty-judged competition with the winners and other selected pieces then shown in a semester-long exhibition in Walter E. Helmke Library. Exhibition participants provide a digital image and description of their art for inclusion in the Student Art in the Library digital collection. The first exhibition was held spring 2007. In fall 2008, United Art and Education became a partner in Student Art in the Library with the donation of gift cards to award the top three entries. There are now eight exhibitions available for viewing on mDON at <http://sail.mdon.lib.ipfw.edu/>

Nursing Spectacular. A celebration that showcases the capstone projects presented by the graduating baccalaureate and master's degree students. All nursing students and faculty participate in the conference-style event that includes breakout sessions. The Department of Nursing sponsors the four-hour event at the end of each semester.

The third category of growing research and creative endeavor at IPFW involves faculty/student research collaboration. There are frequent collaborations among faculty with graduate students, but even more remarkable has been the surge in collaborative research among faculty and undergraduate students. The result of these efforts has been faculty/student research collaboration presentations at international, national, and regional conferences. A few of the many examples of this follow.

Recent Faculty/Student International, National, or Regional Professional Conference Presentations

Doermer School of Business and Management Sciences: Six faculty/student papers were presented in 2008 and 2009, with two papers receiving conference best paper awards: the Best Faculty-Student Collaboration Award at the Academy of Business Disciplines Annual Meeting and Best Practitioner Paper Award at the United States Association for Small Business and Entrepreneurship Conference.

Chemistry: Forty student/faculty collaborative professional conference presentations.

Biology: Twenty-eight student/faculty collaborative professional conference presentations.

Sociology: Five student/faculty collaborative professional conference presentations.

Communication Sciences and Disorders: Three student/faculty collaborative professional conference presentations.

Nursing: Four students presented a theory-based project at a national conference. The project was a collaborative effort by students and faculty.

Physics: Five student/faculty collaborative professional conference presentations.

Psychology: Thirty student/faculty collaborative professional conference presentations.

Political Science: Two student/faculty collaborative professional conference presentations.

IPFW Writing Center: Every year for the past 10 years the director of the Writing Center has worked with student tutors to develop presentations on Writing Center research, which are submitted to the annual conference of the East Central Writing Centers Association (ECWCA).

Even more impressive than the concerted effort to have students and faculty conduct research together has been when the fruits of their collaboration are published in peer-reviewed disciplinary journals or are included in an edited encyclopedic or book volume. Results vary by department and/or school, as one would expect given different disciplinary journals and publishing opportunities. Nevertheless, the following examples demonstrate the importance faculty place on the mission of student research and creative endeavors.

Student/Faculty Publications in Peer-Reviewed Journals (2004–08)

Chemistry: One student/faculty collaborative journal publication.

Biology: Four student/faculty collaborative proceedings publication.

Political Science: One student/faculty collaborative journal publication.

Sociology: One student/faculty collaborative journal publication.

Physics: Five student/faculty collaborative journal publications.

Psychology: Five student/faculty collaborative journal publications.

English: One student/faculty collaborative journal publication.

Taken together, the university, college/school, and department support of student research and creative endeavors demonstrates a broad and deep commitment to placing these at the heart of student learning.

Graduate Student Research

The IPFW Office of Graduate Studies (OGS) and the university provide a number of programs to support graduate student research. These include OGS Travel Grants, Purdue Graduate Student Government Travel Grants, and competitive Graduate Research Assistantships. These are in addition to graduate student research support offered by the departments or colleges. Information on each of these programs is available at www.ipfw.edu/gradstudies/. In many of the master's programs, graduate students regularly publish or present their work, sometimes as coauthor or copresenter with faculty, and sometimes as sole author or presenter. Eight of the master's programs on campus provide a thesis option. These include biology, business, computer science, engineering, English, liberal studies, nursing, sociological practice, and special education.

Table 4-8: Graduate Student Research

Year	Theses	Published Articles	Presentations	Creative Activities
2008	9	3	19	6
2007	10	4	21	7

In 2005, OGS and the Office of Research and External Support began offering competitive graduate research assistantships. The purpose of the awards is to support IPFW strategic initiatives and to further graduate student research goals. The OGS research assistantship and the ORES research assistantship are awarded annually to graduate students who demonstrate excellent potential for pursuing research. Applicants are expected to be involved in a specific research program with potential for publication or presentation. Applicants must also demonstrate either the potential for external funding or for significant community or regional impact. Since the program's inception, eight assistantships have been awarded. OGS began offering graduate student travel grants in 2004. The program was established to support the efforts of IPFW graduate students involved in research projects. To be eligible, a student must have a paper or creative project accepted for presentation at a professional conference or event. Since the inception of the program, 25 grants totaling \$6,250 have been awarded.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

IPFW's mission has broadened as a comprehensive public university serving the needs of a growing and diverse northeast Indiana. In response, the university has moved to provide baccalaureate graduates with greater curricular and experiential opportunities through the Baccalaureate Framework based on enduring foundational skills. To cultivate these skills, IPFW has established broad general education curricular requirements, greatly expanded its experiential opportunities, developed institutional support offices to enhance students' ability to succeed, and increased the mechanisms of assessment of how well IPFW's educational goals are met. At the graduate level, IPFW has positioned itself as the region's premier graduate institution. Through a combination of research support, institutionally mandated program review, and specialized accreditation, IPFW's graduate programs meet regional needs for specialized expertise while assuring that its graduate students attain the necessary breadth of knowledge and depth of expertise.

As described in Chapter Three, the most important activity undertaken by the campus to demonstrate the acquisition of a breadth of knowledge and skills was the development of the Baccalaureate Framework. This document passed the IPFW Senate in April 2006. The framework clarifies what an IPFW education and degree mean to graduates and incorporates the broad offerings of the university into one pedagogical structure.

The IPFW Senate's Educational Policy Committee followed up on the passage of the IPFW Baccalaureate Framework by asking departments to account for how each individual department's mission, goals, and objectives fit with the broader Baccalaureate Framework. Departments developed statements of their mission and goals, which included specific learning objectives. These learning objectives now appear explicitly for the first time in the 2008–09 *Undergraduate Bulletin* and connect the broad foundational skills of the Baccalaureate Framework with the major and with specific course offerings. A virtue of the Baccalaureate Framework is that it provides an outline for not only an IPFW undergraduate's curricular experiences, but for that student's cocurricular experiences as well. Thus, the Baccalaureate Framework provides the institution's link between curricular and cocurricular activities. Such a link demonstrates IPFW's commitment to inquiry, practice, creativity, and social responsibility not only across the curriculum, but also through the entire undergraduate experience. A more detailed discussion of assessment of cocurricular experiences can be found in the preceding chapter.

General Education at IPFW

Fulfilling the Baccalaureate Framework's goals requires a rigorous general education program. Since fall 1995, all entering IPFW students have been required to fulfill six broad areas of general education. The Principles of General Education were amended by the IPFW Senate in 2007 to reflect the Baccalaureate Framework. The principles now state:

General Education ensures that, upon graduation, students will be familiar with the important modes of human thought that are the foundations of science, philosophy, art, and social behavior. General Education expects students to understand the traditions that have informed one's own and other cultures of the world.

In order to do so, General Education at IPFW defines an integrated pedagogical framework for courses taken outside the student's major discipline. Furthermore, General Education requires that students consider the nature and diversity of individuals, cultures, and societies around the world.

General Education courses should offer both substantive knowledge and an appreciation of multiple methods of inquiry and learning. While specific General Education approved courses may be foundational or advanced, the overall goals of the General Education requirements are achieved through cumulative course work.

Therefore, students who have completed the General Education requirements at IPFW are expected:

- To be familiar with the important modes of human thought that are the foundations of science, philosophy, art, and social behavior.
- To possess effective foundation skills:
 - Read, write, and speak with comprehension, clarity, and precision.
 - Identify substantive knowledge and disciplinary methods.
 - Develop information literacy skills.
 - Reason quantitatively (as means of gaining and creating knowledge and drawing reliable conclusions).
- To demonstrate the ability to think critically and to solve problems using the foundation skills:
 - Evaluate their ideas and the ideas of others based upon disciplined reasoning.
 - Understand the traditions that have formed one's own and other cultures.
 - Be able to articulate their ideas in appropriate media.
- To complete a research/creative project outside the student's major discipline that requires synthesizing knowledge and applying skills gained.

IPFW has undertaken several initiatives to assure that the General Education Program and its rationale are widely publicized. This information appears in the *Undergraduate Bulletin*, in the *Schedule of Classes*, and on the IPFW Web site. The Office of Academic Affairs publishes a brochure entitled "Questions and Answers about Your Undergraduate Education at IPFW" that is distributed to all incoming students. The same materials appear on the IPFW Web site. The Baccalaureate Framework has been widely distributed as well, with framed copies displayed in most campus offices and larger displays on outdoor banners and in selected hallways.

The six areas of IPFW general education and their pedagogical goals are detailed below in Table 4-9.

Table 4-9: Goals of the IPFW General Education Program

Area of General Education	Credits	Learning Goals	Skills Required of Courses Approved for Area
Area I: Linguistic and Numerical Foundations	9 credits -3 credits in Reading/ Writing -3 credits in Listening/ Speaking -3 credits in Quantitative Reasoning	Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Courses in this area teach students (1) to speak and write precisely, clearly, and persuasively; (2) to read and listen actively and with comprehension; and (3) to reason quantitatively as means of gaining and creating knowledge and drawing reliable conclusions. Every student's curriculum should be arranged so as to provide skills in each of these three areas, as well as skills in the area of computer literacy. Because of its fundamental nature, this requirement should be completed within each student's first 30 credits of enrollment.	Should include discussions that emphasize how core skills transcend disciplines. Developing skills that students may transfer or adapt to tasks inside and outside the university should be central to the course. Should require students to develop and apply appropriate information-gathering skills. Should require the development of skills that allow students to construct arguments and rationales in a variety of contexts, and to consider the arguments and rationales of others in a reasoned manner.

Area II: Natural and Physical Sciences *6 credits*

Understanding of the physical and natural world requires comprehension of the role of human intelligence and imagination in formulating concepts; the role of observation and inference in investigations; how theories are formed, tested, and validated; the limitations inherent to scientific inquiry; and the impact of science and mathematics upon intellectual history. Such learning fosters scientific thinking; knowledge of the physical and natural world; and understanding of the human, social, and political implications of theories and research.

Should require the student to demonstrate understanding of the physical, chemical, and biological bases of living and nonliving systems that make up our world and the larger universe.

Should show how scientific knowledge is developed; how observations are made, hypotheses formulated and tested, and theories developed.

Whenever possible, should involve students in demonstrations or hands-on participation to develop an understanding of data collection and analysis and quantitative problem-solving.

May also expose students to the writing in this area, e.g., journal articles, reviews, and popular essays, and involve students in writing of their own, e.g., preparing laboratory reports, critically evaluating published articles.

Area III: Individual, Culture, and Society *6 credits*

Students must understand the nature and diversity of individuals, cultures, and societies around the world. An exploration of behavioral, societal, and cultural processes forms the basis for that understanding. This understanding of diverse systems assists the student in overcoming provincialism; in developing the willingness, confidence, and sense of responsibility for making informed decisions; and in acquiring the ability to assess personal behavior and that of others. Such learning requires an historical consciousness; familiarity with components of social structure and social institutions; knowledge of basic behavioral processes; comprehension of the interplay among ideas, technology, and social organization; and appreciation of the complex dimensions of personal and institutional rules.

Should require the student to demonstrate understanding of the nature and diversity of individuals, organizations, cultures, and societies. May involve developing an historical consciousness; familiarity with social structures and institutions; knowledge of behavioral processes; comprehension of the interplay among ideas, technology, and social organization.

Should show how knowledge of social and behavioral processes is developed; how information is gathered, hypotheses formulated and analyzed, and theories developed.

Whenever possible, should involve students in writing of their own, e.g., critically evaluating published articles, reaction papers.

May also involve students in demonstrations or hands-on participation to develop an understanding of data collection and analysis and quantitative problem solving.

Area IV: Humanistic Thought *6 credits*

Humanistic thought is the attempt to resolve such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge. Humanistic inquiry assesses — across temporal, cultural, disciplinary, and theoretical divisions — how humans view themselves in relation to other humans, to nature, and to the divine. Studies in the humanities offer students the intellectual resources to develop mature self-concepts and heightened social consciousness.

Should require the student to demonstrate understanding of scholarly approaches to such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge.

Should lead students to reflect critically on the traditions that have shaped their values, beliefs, and aesthetic preferences, and make meaningful comparisons between the traditions that have shaped them and traditions different from theirs.

Whenever possible, should expose students to the writing or creative works in this area, e.g., essays, works of art, and music, and involve students in writing of their own, e.g., critical analyses, reaction papers.

May also involve students in demonstrations or hands-on participation to develop an understanding of data collection and analysis and quantitative problem solving.

Area V: Creative and Artistic Expression	<i>3 credits</i>	Creative and artistic expression requires practicing the visual, the performing, the literary, the popular, or the applied arts as a means of exploring and enlarging human sensibilities.	<p>Should require the student to demonstrate understanding of the creative process and to perform and/or create a work of personal expression.</p> <p>Should show how the creative process develops from the idea stage to production; how elements of the particular medium are synthesized into the final work; and how applicable skills and techniques are used to bring the work to fruition.</p> <p>Whenever possible, should expose students to the processes of observation, reflection, and critical evaluation of their creative efforts, and should involve students in written or oral communication of the analysis of their work.</p>
Area VI: Inquiry and Analysis	<i>3 credits</i>	<p>Building on Areas I–V, the Inquiry and Analysis requirement provides opportunities for synthesizing knowledge. Inquiry and Analysis courses are problem-oriented and require completion of a project. The requirement is fulfilled by completing one approved course outside the major discipline.</p> <p>Inquiry and Analysis courses meet general-education criteria and require completion of the Area I requirement plus any applicable pre- or corequisites specified by the program offering the course. Inquiry and Analysis courses are not open to students with A1 or B1 status.</p>	<p>Should require students to demonstrate the ability to gather, evaluate, select, organize, and synthesize material in order to complete a research or creative project. To this end, Area VI courses should require completion of a project that involves planning, research, and presentation in an appropriate medium.</p> <p>Should provide opportunities for students to demonstrate the ability to think critically and solve problems by applying knowledge and skills gained in earlier (prerequisite) courses.</p> <p>May also provide opportunities to work across disciplinary boundaries.</p>

Source: Senate Document SD 99-25: (Amended & Approved, 4/24/2000); (Amended & Approved, 2/12/2007); (Amended & Approved, 4/16/2007)

Students have many ways to fulfill these general education requirements. Most commonly, students take general education courses in the classroom on the Fort Wayne campus. Others take courses at the IPFW Warsaw Center, either face-to-face or by video. Other students choose to take general education courses at Ivy Tech Community College. Through the Crossroads program, Ivy Tech credits transfer to IPFW toward an IPFW degree. The courses that transfer directly meet the state requirements of the Indiana Core Transfer Library and are easily tracked for students entering IPFW. Further, many of these courses are available through distance learning via television, the Internet, or off-site facilities through the Division of Continuing Studies.

In 1999, the IPFW Senate adopted a policy (SD 99-25) that addresses the general education requirements for associate degree programs. The policy states, “The General Education requirement for associate degree programs shall consist of 12 credits: Area I (9 cr.) plus one approved course outside the major discipline from Areas II–V.” This policy has been implemented for all IPFW associate degree programs.

Institutional Support for General Education

IPFW has strengthened its support infrastructure for students in general education and lower-level courses. The IPFW Center for Academic Support and Advancement (CASA) has increased its presence, offerings, and programming to assist students. CASA offers many support services such as English as a second language, Supplementary Instruction for many general education courses, the Student Technology Education Program (STEP) free technology workshops, tutoring, Math Test Center programs, and the IPFW Writing Center. CASA also has developed First-Year Experience Learning Communities, which are course partnerships typically in general education courses. These courses pair the same group of students in two sections of different courses that are meant to integrate learning across different disciplines and develop the skills necessary to succeed in general education. CASA’s support services distinctly provide real nuts-and-bolts help to students, but integrated together

they demonstrate IPFW's intentionality of support for the foundational skills development highlighted in the Baccalaureate Framework.

To further the implementation of the Baccalaureate Framework, in spring 2010 the Office of Academic Affairs announced a special instructional development grant opportunity entitled "LEAP at IPFW." This project is one of the aspects of IPFW's participation in the Association of American Colleges and University's (AACSC) Liberal Education and America's Promise (LEAP) initiative. The purpose of these grants is to provide faculty with support, time, and resources to implement innovative and interdisciplinary learning communities comprised of two or more existing general education courses. The projects will be designed to further the goals and purposes of the Baccalaureate Framework and LEAP. To date, four projects have been funded.

The Office of Academic Affairs has recognized the need for additional support for general education infrastructure, and has announced the creation of a half-time director of general education. The position will be filled in fall 2010 and will work directly with the General Education Subcommittee and the Office of Academic Affairs to assure the successful implementation and assessment of the program.

Institutional Support for Graduate Education

IPFW has a unique regional position as a locus for research and innovation. The primary means through which these are accomplished is with a highly qualified faculty. In terms of the breadth of knowledge and depth of experience required in graduate-level education, the faculty, and hence our graduate programs, are supported not only in their home departments, but through efforts of two associate vice chancellors for academic affairs — one devoted to research and external support and the other to academic programming and the direction of graduate education. Please see Criterion 4a above for a detailed discussion of the former and institutional research support. The latter, the associate vice for chancellor for academic programs and director of graduate studies, oversees IPFW's program review process as well as its Office of Assessment. As described in the preceding chapter, all IPFW degree programs must undergo an extensive program review on a seven-year rotation. As specified in Office of Academic Affairs Memorandum 05-4, these program reviews must have a detailed assessment of each program's learning outcomes in the self-study process, and a thorough peer-review by internal and external review teams. For those graduate programs that have specialized accreditation (e.g., NCATE and AACSB), the institution has an additional means of assuring that its graduate programs establish both a firm knowledge base and the depth expected of a master's degree graduate.

To coordinate the growth and development of graduate degrees at IPFW, the campus established the Office of Graduate Studies (OGS) in 2004. The mission of the OGS is to "facilitate offering a range of distinctive graduate programs, especially targeted professional master's degree programs, important to the social, economic, cultural, and intellectual life of northeast Indiana." The OGS, working with the academic units, assesses and responds to the graduate education needs of the region. Graduate education serves three vital functions for northeast Indiana. First, graduate education is an important component of workforce development, providing the high-level skills and abilities required in the marketplace. Secondly, graduate education supports the development of the education infrastructure, providing teachers and administrators with the knowledge and skills they require to shape the future of education in the region and the country. And finally, graduate education offers the opportunity for discovery, creating new knowledge to help students understand the rapidly changing world. Through the Office of Graduate Studies, IPFW addresses all of these vital functions. Since the creation of the office, IPFW has responded to community needs and added master's programs in organizational leadership and supervision, public management, engineering, technology, special education, nursing practice, and nursing education. Certificate programs in special education mild intervention and teaching English as a new language have also been added. OGS has also assisted academic units in the development of new delivery models, including an executive MBA and a cohort program in educational leadership.

The OGS has also worked to provide an infrastructure to support graduate education. The office coordinates its activities with the Purdue University and Indiana University Graduate Schools and provides annual orientations for graduate faculty and graduate assistants. OGS also coordinates marketing efforts for IPFW graduate programs, including a major multi-year publicity campaign and annual graduate program open houses.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The Baccalaureate Framework provides an overarching set of outcomes that can serve as a foundation for assessment of the usefulness of the broader curriculum. While individual departments have aligned their specific degree outcomes to the framework (assessment of these programs is discussed in detail in Chapter Three of this self-study), the university is also working on ways to assess the baccalaureate degree as a distinct entity. During summer 2010, two task forces of five–six faculty members each met twice for three–four hour workshops intended to address two of the goals of the Baccalaureate Framework, communication and critical thinking. These workshops were intended to create a working definition of the appropriate goal and develop a rubric for determining whether or not a student has achieved that goal. Task force members will pilot the rubrics for a paper or project in fall 2010, and then meet to modify and plan full implementation. The additional Baccalaureate Framework goals will be the target of future summer workshops. Comparable, though less intensive, efforts are ongoing for associate degree programs. Two major efforts in this direction are general education assessment and the Voluntary System of Accountability.

General Education Assessment: IPFW General Education Program

There have been many efforts to assess the IPFW General Education Program. The earliest attempts involved questionnaires distributed to students in randomly selected courses. These apparently yielded no results of which we have record. The summer 2001 North Central Reaccreditation report stated several key challenges for the General Education Program: the need for assessment of the program and the need to communicate the philosophy of the program to the constituents.

The method adopted to address these challenges was to focus on assessment to demonstrate the value of the General Education Program. The initial approach to assessment was to set up multiple ad-hoc committees to explore each of the program areas. These committees met for two years trying to develop assessment methods. Of the six areas, only the Area II and the Area III committees were successful. Area I had some accomplishments in specific disciplines (math, communication, and writing). Area V developed learning outcomes. At this point, the General Education Subcommittee of the Education Policy Committee was given complete responsibility for assessment of the program.

The General Education Subcommittee spent significant time considering methods of assessment of the program and what the goals and desired outcomes of the program should be. This work is detailed in Table 4-9 above. Simultaneously, the committee was considering courses for approval and other business pertaining to General Education (such as the need for the Area VI course to be completed at IPFW, alignment with the Baccalaureate Framework, development of rubrics for the course approval process, etc.). After much deliberation, the committee concluded that program assessment would be performed in the nominal capstone: the Area VI course. To assess the Area VI courses, the committee would collect artifacts from the final course projects for analysis. In the fall 2007 and spring 2008 semesters, the General Education Subcommittee collected artifacts from almost all Area VI courses. This included 370 final projects from 49 courses spanning 21 departments. A sample consisting of 28 final projects (primarily papers) from 15 courses offered by 11 departments was selected by the director of assessment for review.

While the committee had collected artifacts, there still was the need to develop a rubric by which to assess the evidence. The process of approving courses was the most valuable activity to this end. In considering what courses fit within the defined program, the committee became cognizant that the courses often did not consider the General Education Program goals but focused purely on the domain content. This was a sign that the program was most likely not meeting its goals. Second, developing the rubrics for evaluating whether a course should be part of the General Education Program made the task of developing the assessment rubric easier. These rubrics were based on the General Education Subcommittee's interpretation of the goals and outcomes of the program defined in SD99-25 (available in the Resource Room) and described in Table 4-9 above.

In its assessment of the artifacts, the General Education Subcommittee concluded that “If one were to base the judgment of the entire General Education Program on these artifacts, then one would have to state that the program is failing the students and not achieving the desired outcomes.” This is a sobering judgment, and the subcommittee went on to find that, “It is clear that the program does not, at this time, have the cohesiveness necessary to effectively achieve the goals. This is, most likely, because of the ad hoc way in which the program was assembled. At present, the General Education Program is a course distribution system. This needs to be changed.” The subcommittee went on to make a series of recommendations, which were presented to the VCAA in late 2009. A copy of the subcommittee’s report is available in the Resource Room.

To address the shortcomings listed above, the General Education Subcommittee has moved assertively. The long-term goal is to ensure campus-wide standards in all areas of general education with the Baccalaureate Framework as the backdrop. To achieve this, new course proposals will be closely studied and eventually every course currently counting for general education credit will be required to be recertified. This is a long-term deliberate plan to establish clear expectations for each area of general education in defined evaluation rubrics and with the type of artifacts needed for assessment.

This process has already begun with Area VI because it is the general education capstone and because the previously studied artifacts demonstrated such clear problems with assessment and lack of uniform critical thinking outcomes expectations. The General Education Subcommittee announced in summer 2009 that current Area VI courses would have to be resubmitted for recertification. To ensure that departments and faculty are fully aware of expectations, the General Education Subcommittee’s chair, as well as an associate vice chancellor of academic affairs who is an ex-officio member of the General Education Subcommittee, have begun to host workshops explaining the recertification process. Through the workshops and recertification process, it is hoped that expectations of more stringent requirements for these courses will be made clear, a common evaluative rubric will be achieved, and that the sort of assessable artifacts that demonstrate the critical thinking skills outlined in Table 4-9 above will be at the center of each course.

As part of its commitment to the Voluntary System of Accountability, IPFW has begun to administer the CAAP Critical Thinking exam and the CAAP Writing Essay to sample populations of incoming first-year students and seniors. During 2009–10, the IPFW Critical Thinking senior mean (63.9) was slightly higher than the national senior mean (63.2). Notably, the IPFW senior mean (63.9) is higher than the IPFW first-year mean (58.8) which is below the national mean (61.0). This information indicates some student success achieving the critical thinking goals spelled out in the Baccalaureate Framework and the General Education Program.

On the CAAP Writing Essay, the IPFW senior mean (3.2) is slightly lower than the national senior mean (3.3). However, the IPFW senior mean (3.2) is higher than the IPFW first-year mean (2.9) which is also below the national mean (3.1). Again, this information indicates some student success achieving the Baccalaureate Framework and the General Education writing goals.

General Education Assessment: College of Arts and Sciences General Education Requirements

The College of Arts and Sciences has undertaken an extensive review of its general education curriculum that is required in addition to the IPFW General Education Program. While pertaining to only one college, this comprehensive reassessment of the curriculum affects IPFW broadly, as over 63 percent of IPFW undergraduate credits are taken in College of Arts and Sciences courses, and 18 percent of all IPFW students are College of Arts and Sciences department majors. Currently, the College of Arts and Sciences requires that its majors take and pass the following courses with a grade of C or better for B.A. and B.S. degrees (except those students pursuing teaching certification through a major in mathematics or one of the sciences).

Table 4-10: Arts and Sciences General Education Requirements

A&S General Education	Requirement	Credits
Part A: English Writing	Student must complete Intermediate Expository Writing or alternative writing course approved by college	3
Part B: Foreign Language	Students must complete a two-year sequence of a foreign language (students may demonstrate equivalent proficiency to receive credit for first year of the sequence if they pass the second-year sequence at a grade of C or higher).	14
Part C: Distribution	Students must take additional courses distributed across all three areas of arts and sciences.	9 Total
	<i>Science and Mathematics:</i> Students must take a science or mathematics course in addition to the science and mathematics credits required for IPFW General Education.	3
	<i>Social and Behavioral Sciences:</i> Students must take a course from listed social/behavioral science departments.	3
	<i>Humanities:</i> Students must take courses from listed humanities departments.	3
Part D: Cultural Studies	Students must complete two courses that are approved for each of the following areas of cultural studies:	6 Total
	1. <i>Western Tradition:</i> courses listed approved by Arts and Sciences Curriculum Committee.	3
	2. <i>Non-Western Culture:</i> courses listed approved by Arts and Sciences Curriculum Committee.	3

After debating the merits of the current arts and sciences general education requirements in an annual convocation of faculty in spring 2008, the College of Arts and Sciences Executive Committee created a General Education Task Force to weigh possible changes to the requirements listed in Table 4-10. The task force had a representative from each of the college's departments and met regularly through spring 2008, fall 2008, and spring 2009 to offer and to weigh alternative proposals to the requirements. Given specific concerns raised by some faculty about particular requirements and given that the arts and sciences general education requirements predated the IPFW General Education Program, there were many issues to debate. The task force debated proposals including a complete redesign of college requirements to pursuing only incremental changes.

There were three general areas of consensus that emerged from the task force. First, the task force concluded that the general framework of the arts and sciences general education requirements fits very well with the IPFW General Education Program and in particular with the Baccalaureate Framework. No overall redesign would be necessary. Second, the task force altered the description of the arts and sciences requirements in the *Undergraduate Bulletin* both to explain better how each required area fits with the Baccalaureate Framework and to provide a clearer guide for students concerning the learning goals of each area of arts and sciences general education. Third, the college faculty better defined what "C or better" means with the recent addition of plus and minus grades by requiring that general education courses be passed at a 2.0 grade point or better.

While these three areas of consensus helped align the college general education requirements with the broader university requirements, consensus was less easily achieved on particular suggested changes to some required areas. The task force primarily focused on two potentially significant reforms to the arts and sciences foreign language requirement.

The first reform to foreign language requirement dealt with the question of whether American Sign Language should be considered a valid foreign language to fulfill this requirement. Another suggestion was to change the foreign language requirement by splitting it into a "language requirement" of 6 to 8 credits and a "global awareness requirement" of 3 to 6 credits.

The second significant reform for task force consideration dealt with whether students interested in teacher certification through the mathematics or sciences departments should be required to take an additional 6 credits foreign language credits beyond the 8 currently required of these B.S. students. On one hand, this would be an additional number of credits for students who already have a significant number of defined credit requirements for their degree. On the other hand, this would make the B.S. consistent with expectations of other arts and sciences

students. The task force recommended these controversial changes, which are being considered by the Arts and Sciences Council, a representative body of college departments.

From the year-and-a-half meetings of the general education task force, open debates in two annual faculty convocations, and the continued consideration of the requirements by the Arts and Sciences Council, the requirements, goals, and general program have been examined in depth to assess how well they fit with the university's mission. Since nearly one in five IPFW students is a College of Arts and Sciences department major, this reassessment of arts and sciences general education is extremely significant for general education at IPFW.

General Education Assessment: Task Force on Distance Learning

As the number of credit hours taken via online courses through distance learning at IPFW was surging to nearly 10 percent credit hours in regular semesters and nearly 25 percent of summer semester credit hours in the 2007–08 academic year, the vice chancellor for academic affairs appointed a task force to examine how online courses fit with the Strategic Plan. This task force provided a number of recommendations that are relevant to the assessment of general education at IPFW (“Task Force on Distance Learning: Summary of Recommendations” and “Distance and Online Learning at IPFW Task Force Report and Recommendations June 13, 2008” are available in the Resource Room).

First, the task force concluded that the university was well served by a broad set of general education courses being offered online. Second, the task force suggested that distance learning concentrate on providing broader departmental incentives for online course development rather than luring individual faculty members to teach distinct courses. This should lead to more systematic course development, and online course assessment, as well as allow for focused faculty recruitment.

The task force also assessed how well online students performed compared to students in courses with traditional forms of instruction. In studying the success rates of online courses, the task force found that the percentage of students receiving Ds, Fs, or Ws (withdrawal) was higher than for traditional face-to-face classroom settings (68 percent of online class participants received a C or better compared to 83 percent of face-to-face class participants between fall 2003 and summer 2007). This was not consistent with national findings that performance differences between the two forms of courses were insignificant.

Consequently, the task force recommended particular steps toward course design and pedagogy for the online environment. These generally followed the Quality Matters™ rubric developed at the University of Maryland that provides course design and instructional material recommendations, ideas on measurement of student learning and use of technology, and suggestions on course goals, policies, grading, and interaction with students. The task force also suggested that class size be carefully considered because of the extra time pressures on faculty presented by online courses. The report encouraged departments to establish assessment tools for online courses, include peer review for online teaching evaluation, and consider mentoring junior faculty concerning online instruction. Finally, the task force recommended that professional development support be offered by the university, particularly that IPFW provide DECCO grants for faculty development focused on general online course development. In sum, as the number of general education credits taken online increases, there need to be concerted efforts to make distance learning sections consistent with traditional general education course offerings in departments. The task force concentrated heavily on the need to have departments develop online course goals and assessments to fit the learning goals of normal face-to-face courses with attention to the online environment, and this could be improved through the use of the Quality Matters™ rubric.

The Voluntary System of Accountability

In 2008 IPFW agreed to participate as an “Early Adopter” in the Voluntary System of Accountability (VSA), a collaborative effort of the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-Grant Universities (A•P•L•U) to provide “consistent, comparable, and transparent information on the characteristics of institutions and students, cost of attendance, student

engagement with the learning process, and core educational outcomes. The VSA information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other higher education stakeholders.” As part of this process, IPFW has created an online College Portrait (see www.collegeportraits.org/IN/IPFW) that is also linked from the IPFW Web site. As part of this process, IPFW administered the Collegiate Assessment of Academic Proficiency (CAAP), a standardized test that measures some college learning outcomes, to random groups of freshmen and senior students during 2009–10. The results are reported earlier in this chapter. Additionally, CAAP will be used as one of the tools to assess the Baccalaureate Framework and key General Education Program outcomes. Departments may also find the data useful in the assessment of their academic programs. The university hopes to use data from this measure, as well as information from the National Survey of Student Engagement (NSSE) and Noel-Levitz surveys to provide a baseline assessment in the College Portrait.

A Response to Assessment: Experiential Learning

IPFW’s experiential learning offerings are rich in both for-credit and extracurricular offerings. In 2004, the Honors Program expanded to meet the new demands of the growing university and offers distinct courses as well as a certificate. The Office of Academic Internships, Cooperative Education, and Service Learning (OACS) offers a variety of experiential opportunities. Other activities such as noncredit internships, and exchange programs abroad and with other American universities have all enjoyed an increased presence on campus. Each of these programs has either created new structures or formalized existing offices to better serve students. Examples include the Honors Program Council (and director), Service-Learning Advisory Council, Office of International Programs (now a part of International Student Services), National Student Exchange Coordinators, and the active involvement of the First-Year Experience staff in CASA. Like other universities (peer institutions particularly) across the country, IPFW has actively embraced numerous for-credit experiential learning avenues for students to enhance their education.

In an effort to ensure its programs are relevant to the lifelong learning needs of its students, IPFW has made significant efforts to provide opportunities for learning in nontraditional environments where classroom skills can be applied. Experiential learning is not limited to traditional course work alone. IPFW’s Office of Career Services works with individual departments and employers to provide students with the opportunity for noncredit internships as well as short “externships” in local and regional companies and nonprofit organizations. As the flagship public university in northeast Indiana, and as an intellectual fixture in America’s 70th largest city, IPFW also offers students and the community numerous continuing learning opportunities, including a broad range of Continuing Studies noncredit courses.

OACS has a long history of providing high-quality cooperative education experiences. This is evidenced by the exceptionally high six-year graduation rate of cooperative education students, which consistently tops 90 percent. In spite of a difficult economic climate, OACS has successfully placed a significant number of students in paid positions with regional employers (see Table 4-11).

Table 4-11: Students and Employers in the Co-op Program

Year	Students Placed	Number of Unique Employers
2006–07	133	45
2007–08	144	49
2008–09	100	36
2009–10	93	33

OACS also coordinated the Interns for Indiana program, which was funded by the Lilly Endowment. This three-year program, which was focused on developing entrepreneurship, placed 75 students with 36 young or start-up companies in the region. More than 40 percent of these interns continued in some capacity with the Interns for Indiana company, and another 10 percent continued with another OACS program.

Most recently, OACS has provided leadership for campus service-learning initiatives. These initiatives include:

Listening to Communities (in collaboration with the IPFW Division of Continuing Studies and the University of Saint Francis): This program, funded by Indiana Campus Compact, explores ways to develop and/or improve partnerships with community agencies.

IPFW VISTA: This program, also supported by a grant from Indiana Campus Compact, works with United Way to move its Learn United program out of pilot stage with four schools into a regular program with 10 schools. VISTA (Volunteers in Service to America) will also work with the Fort Wayne African-American Cancer Alliance to develop an education program addressing prevention/wellness initiatives related to growing/preserving foods.

IPFW Summer VISA: Once again funded by an Indiana Campus Compact grant, this program works to develop service-learning initiatives as well as on-campus outreach programs (i.e., Girls Leading Others and Office of Diversity and Multicultural Affairs programs).

OACS received an Indiana Campus Compact three-year, \$30,000 Service-Engagement Infrastructure grant to support the development of a service leaning library, directories, Web site, and faculty consultations.

The Midwest Campus Compact Citizen Scholars program awarded OACS a grant for academic years 2008–09 and 2009–10, targeting low-income and first-generation students with a goal to improve retention rates. Students receive \$1,000 education awards for 300 hours of service with a community partner.

IPFW's efforts to promote experiential learning do not just occur at the university level; they also occur within the colleges and schools. For example, the Doerner School of Business and Management Sciences promotes hands-on experiential learning in business curriculum. In six of its required business courses, students are required to participate in marketing and strategic consulting projects with business in the northeast Indiana area. To assure that future business leaders in the community are prepared for a global, diverse, and technological society, the school selects a group of talented students in the international business area to work on projects developing markets for new and high-tech products in foreign countries.

Beyond this, IPFW hosts hundreds of public events every year for students and the community. Perhaps the highest profile of these is the Omnibus Lecture Series, which last year welcomed Pulitzer Prize–winner Eugene Robinson, Academy Award–nominee and Tony Award–winner Hal Holbrook, and former Supreme Court Justice Sandra Day O'Connor, among others. Other programs, such as hands-on access to classic texts and documents via the Remnant Trust, included lectures and televised topical panel discussions about these texts, historical character reenactments, art shows, and even for-credit themed-classes. The American Association of State Colleges and Universities' American Democracy Project program has been very active on the IPFW campus with Campus Compact programming, dozens of lectures, panel discussions, voter registration and education programs, events around such topics as Constitution Week, and providing free copies of the *New York Times* at public spots throughout campus. Diversity and Multicultural Affairs has provided a very extensive set of programs, lectures, roundtables, and movie nights on social, political, and cultural topics.

A Response to Assessment: Cocurricular Learning

IPFW's cocurricular offerings contribute to acquisition of a breadth of knowledge and skills. Consistent with its strategic priorities as articulated in Six Degrees of Connection, programs and services in Student Affairs focus on learning opportunities in academic success skills, leadership, multiculturalism, social skills, and values and ethics.

The Office of Student Life's leadership program is one example of a cocurricular program focused on student learning. Designed to equip students to become social change agents and multifaceted leaders inside the university and in their broader communities, the Emerging Leader Series promotes participants' development of greater self-knowledge and leadership skills. Utilizing leadership theories developed by Dr. Susan Komives and Dr. Helen Astin as a framework, the three components of the program focus on leadership and self, leadership and groups, and leadership and communities as described below.

Leadership 101

Entitled, “Leading Yourself,” Leadership 101 aims at providing leadership foundations, self awareness, and life skills to entry-level undergraduate students. With topics focusing on goal setting, time management, and overcoming obstacles, this portion asks students to identify these key personal qualities that are essential to personal and group performance.

Leadership 102

Developed around “Leading Others,” Leadership 102 builds upon the competencies identified in 101 and equips students with the skills to effectively build collaborative groups and teams. With topics centered on communication, networking, and conflict management, this mid-level piece functions to equip students with the skills necessary to further develop their peers and constituents.

Leadership 103

With awareness of self and collaborative leadership at the core, the final component, Leadership 103, brings leadership into the realm of community and a multicultural age. Focusing on topics of inclusion and servant leadership, students are challenged to continue their personal development while making a positive change within their communities.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

IPFW takes seriously its responsibility to the citizens of Indiana. As such, on April 11, 2005, the IPFW Senate adopted the following Statement on Integrity:

We as a university community are committed to integrity and ethical conduct. We foster an environment that nurtures and supports the complementary concepts of freedom and responsibility. Paramount to our commitment is continued validation and support of the highest ethical standards of equity, fairness, and confidentiality. We respect differences and embrace diversity. We are committed to equitable treatment and mutual respect for all members of the IPFW community.

We respect both individual rights and the public interest. We encourage a learning environment in which open and free pursuit of knowledge takes place, and individuals share their personal convictions without imposing them on others. Additionally, we embrace the ideal of freedom of expression for faculty, staff, and students in their academic work and as citizens of the university. The professional contributions of all individuals involved are fully and accurately acknowledged.

It is the responsibility of the entire IPFW community to honor the principles of ethics and academic integrity. Students and faculty have the right to expect their work to be assessed on its academic merit. All members of the IPFW community are expected to espouse academic honesty, and every individual is responsible for upholding this expectation. Ethical and honest behavior is required in all actions that support IPFW’s academic mission.

IPFW takes seriously its responsibility to the citizens of Indiana. All faculty, students, and staff of the university will be responsible stewards of the public trust.

Working with our community partners, we share knowledge and resources for reciprocal benefit and advancement. IPFW faculty and staff pledge to uphold the highest ethical standards while providing an education of the highest academic quality.

The document is available in the Resource Room, is featured prominently on the IPFW Web site (www.ipfw.edu/about/integrity.shtml), and is reflected in other documents as appropriate.

IPFW’s Baccalaureate Framework emphasizes the importance of the responsible acquisition and application of knowledge through its commitment that students will develop personal and professional values and “will

demonstrate the highest levels of personal integrity and professional ethics.” IPFW supports these efforts by communicating, and enforcing when necessary, codes and policies that apply to students, faculty, and staff. The *IPFW Student Handbook and Planner* provides students with copies of these standards, which include the IPFW Statement on Civility, a grade appeals policy to resolve conflicts between students and faculty, ethical guidelines for computer users, antiharassment policies, drug and alcohol policies, smoking and tobacco policies, as well as a detailed set of Student Rights and Responsibilities. This latter document defines acts such as cheating, fabrication, plagiarism, and academic dishonesty and establishes procedures and processes for investigating possible violations of these policies.

IPFW has a clearly stated policy on academic honesty. The policy specifies that academic honesty is expected of all students. Students are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another’s cheating. The policy also addresses the instructor’s responsibilities, stating that the instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students and for applying methods of teaching and examination that encourage honesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course. The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and ensure equity.

Issues such as plagiarism and fabrication are best addressed through a process of prevention, rather than through disciplinary procedures such as expulsion. IPFW’s writing program regularly conducts workshops for faculty on issues such as proper citation and use of intellectual property, avoiding plagiarism, and proper use of online materials. These standards have become part of the writing curriculum at IPFW. The IPFW Writing Center also has conducted workshops for students on these issues, and Writing Center tutors are trained to help teach their fellow students how to write and research responsibly.

The Office of Research and External Support (ORES) serves as the contact point between faculty and Purdue University’s Institutional Review Board (IRB), which ensures human subject research is conducted in an ethical and responsible manner. ORES and Purdue provide training on the IRB process as well as a set of online workshops on ethical research that must be completed before a research project involving human subjects can be approved. The IRB process is fully explained at www.purdue.edu/research/vpr/rschadmin/rschoversight/humans/index.php. ORES offers an annual “Nuts and Bolts Workshops for IRB Certification” and coordinates Collaborative Institutional Training Initiative (CITI) Certification. All investigators, key personnel, and graduate students involved in the use of human subjects are required to complete the CITI online tutorial to be certified as eligible to engage in human subject research. As part of ongoing efforts to assist IPFW faculty and staff with their research and sponsored program endeavors, ORES has also created an IRB Mentoring program. IRB Mentoring provides assistance to those who need or want help in preparing an IRB protocol application. Faculty members with IRB application experience will review applications or revisions, and offer guidance on fulfilling the requirements of an IRB protocol application.

Professional Development

New full-time faculty receive a two-day orientation conducted by the Office of Academic Affairs, coordinated by the associate vice chancellor for faculty affairs in collaboration with a variety of departments across campus, such as the Office of Diversity and Multicultural Affairs and the Center for Enhancement of Teaching and Learning. Tenure-track faculty are offered a yearly series of workshops designed to guide them through the process of writing and building their case for promotion and/or tenure. Tenured associate professors are offered workshops on building their case for promotion to professor.

In addition, faculty and staff are offered a wide variety of free professional development choices by the university. These include training sessions related to office, productivity, and teaching software offered by Information Technology Services; student information systems and FERPA offered by the Office of the Registrar; personnel issues offered by Human Resources; student rights and accommodations offered by Student Affairs; teaching theory, skills, and technology offered by the Center for Enhancement of Learning and Teaching (CELT); proposal

preparation, human subjects review, and grants management offered by the Office of Research and External Support; and advising offered by the Academic Advising Council.

Administration and staff also have opportunities for professional development with regular funding available for attendance at professional meetings and conferences. A variety of on-campus professional development events have been sponsored by Student Affairs and other units.

Directors, chairs, and deans routinely receive updates on policies and protocols through the Academic Officers Council, the twice yearly chair/dean retreats, and as needed. Persons new to the role of chair or dean receive a three-day orientation to the university and to their role. They are also offered the opportunity to attend a national conference for chairs/deans offered by ACE or other organizations, paid for by the Office of Academic Affairs (OAA) and their department. OAA also sponsors a chairs' luncheon series each year so that chairs may get together in an informal atmosphere to discuss common issues and concerns. These discussions sometimes also generate requests to OAA for workshops related to a topic of concern or identified area of skill building, such as conflict resolution.

Summary

Strengths

- IPFW has a well-articulated commitment to the acquisition, discovery, and application of knowledge as evidenced by its mission and values statements, its Strategic Plan, the Baccalaureate Framework, and its policies.
- The Office of Research and External Support provides excellent support for faculty and student research.
- The Office of Graduate Studies provides excellent support for graduate education on campus.
- IPFW provides a variety of faculty development opportunities, both on-campus and support for off-campus activities.
- The Center for the Enhancement of Learning and Teaching provides excellent support for the scholarship of teaching and learning.
- The Centers for Excellence program provides excellent opportunities for faculty research and engagement with the region, the nation, and the world.
- IPFW is an “Early Adopter” of the Voluntary System of Accountability and is currently implementing CAAP examinations as part of that program.

Challenges and Opportunities

- Although IPFW provides some opportunities for student research, a more robust program for undergraduate and graduate research should be developed.
- IPFW has done an excellent job of defining the educational experience it desires for its students with the Baccalaureate Framework, but needs to actively integrate the components of that document into the missions and goals of every academic and nonacademic unit on campus.
- General Education Program assessment at IPFW has been slow to develop. After several attempts, it appears that the General Education Subcommittee has developed a viable assessment strategy. The implementation of this strategy should be an extremely high priority.

Conclusion

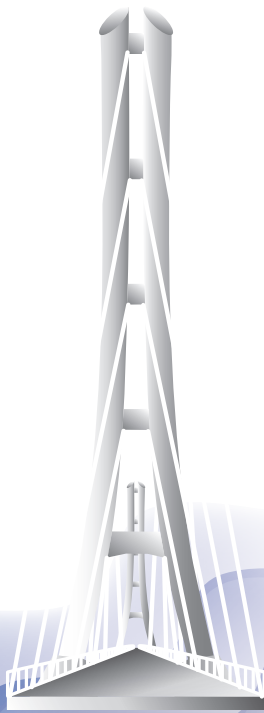
IPFW promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting the acquisition, discovery, and application of knowledge in ways consistent with its mission as a learning-focused institution. IPFW, in recognition of its role in northeast Indiana, has a broad definition of research, which includes creative endeavor, the scholarship of teaching and learning, and community-based research. The institution provides support for all of these through the Office of Research and External Support, the Office of

University Engagement, the Centers of Excellence, and CELT. University policies for promotion and tenure and for the responsible conduct of research are consistent with its mission. All of these activities clearly demonstrate that IPFW is a connected organization, with a clear sense of its distinctive role in the region.

Through the Baccalaureate Framework, IPFW has demonstrated its commitment to being a learning-focused organization. The framework provides a solid base for its undergraduate programs, including general education. The assessment of student achievement in these programs is and will continue to be a major priority for the campus. IPFW is also committed to improving and expanding its graduate program offerings. The Office of Graduate Studies provides key support in this area and continues to seek ways to improve administrative effectiveness and program development and improvement.

The university is proud of its successes but is not content to rest on those successes. As a future-oriented organization, IPFW will continue to use its strategic planning processes to improve on the good work already being done, and to address key areas of concern.

Chapter 5: Engagement and Service



Comprehensive ▼ Innovative ▼ Excellent
OUR BRIDGE TO THE FUTURE



Indiana University–Purdue University Fort Wayne

CHAPTER 5

Criterion 5: Engagement & Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

Indiana University–Purdue University Fort Wayne has been transformed by its outreach as well as a brick and mortar metamorphosis during the past 10 years. Capturing the vision of IPFW, the two uniquely designed pedestrian bridges link the university to the community, promoting engagement. These first of five planned “Bridges of Learning” symbolize the university’s commitment to the community.



Willis Family Bridge



Venderly Family Bridge

Figure 5-1: Bridges of Learning

As a regional public comprehensive university, IPFW is fully engaged with and committed to serving the Fort Wayne community and the northeast Indiana region. Through extensive channels of communication, the university is made aware of the region’s needs and continuously re-evaluates its capacity to address those needs. Across all organizational levels, the university is deeply connected to its community, placing particular emphasis on workforce development, entrepreneurship and economic vitality, high-quality and accessible healthcare, enriching educational experiences for youth, and the broad cultural and recreational needs of the region. Likewise, IPFW is highly responsive to its partners through processes that encourage and sustain communication and collaboration. The university’s agility in meeting the changing needs of its partners is evidenced both by the frequency of collaboration and the satisfaction expressed by community partners. Most significantly, the university’s constituencies have demonstrated the value they place on their collaborations with IPFW through the scale of their reinvestments in the university in the form of programmatic support, student scholarships, endowed faculty positions, and support of capital projects.

As the university works to establish formal processes for documenting engagement activities and assessing their impact, there is no doubt that IPFW will remain a valued and valuable contributor to life in northeast Indiana.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

IPFW’s external constituencies are the people, businesses, and organizations of the 11 counties of northeast Indiana and nearby counties of northwest Ohio. As the region’s largest and most comprehensive university, it is essential that IPFW successfully engages the many constituents in meaningful ways at many levels. As evidenced by the 2008–14 IPFW Strategic Plan’s mission, values, and vision statements, IPFW clearly values engaging and collaborating with the community and region.

Engagement and service to our constituencies is central to the mission of the university. Centers, institutes, programs, partnerships, and other joint ventures have been created to engage the community. A few of these, which illustrate the breadth and diversity of IPFW's deep involvement with the community, are listed below and discussed more extensively in subsequent sections and elsewhere in this report:

Cultural Events and Partnerships

Audiences Unlimited
Fort Wayne Philharmonic
Fort Wayne Children's Choir
Fort Wayne Area Community Band
Foundation for Art and Music in Education
Fourth of July Celebration
Omnibus Lecture Series
Sigma Alpha Iota International Fraternity for Women
Tapestry: A Day for Women
Three Rivers Festival
Unity Performing Arts Foundation

Educational Programs and Partnerships

NISTEM Education Center
Warsaw Center
Summer camps and athletics
Community Arts Academy
PreK–12 outreach
Remnant Trust at IPFW
Collegiate Connection
Financial aid workshops throughout the region
Summer Bridge Program
Envision a Bright Future Program
Martin Luther King Day events
Science Central
Continuing Studies summer reading program
Public Safety Academy

Community Health and Fitness Programs

Northeast Indiana Area Health Education Center
Lafayette Street Family Health Clinic
Community Counseling Center
Music Therapy Clinic
Communication Disorders Clinic
Dental Hygiene Clinic
Lafayette Street Dental Clinic
Behavioral Health and Family Studies Institute
Soccer fields & tournaments
The Plex

Economic and Workforce Development Programs

Business Enterprise Systems and Technology (BEST) institute
Small Business Development Center
Leadership Fort Wayne
Office of Academic Internships, Cooperative Education, and Service Learning (OACS)

Northeast Indiana Innovation Center
 WorkOne Northeast
 Corporate Training
 Office of Engagement
 Community Research Institute
 Workforce development programs in Continuing Studies

IPFW has charged its academic units and administrative offices with the responsibility to understand their various constituencies and community needs. The institution has used many methods to achieve this while gauging participation in and satisfaction with the institution's activities and services. One such method involved personal interviews conducted with 16 community leaders and an Internet survey of 514 community leaders using information gathered from departments throughout IPFW. Of the 514 targeted respondents, 96 surveys were completed and returned for a response rate of 20.9 percent. A complete report of survey results was compiled by students enrolled in the Consumer Behavior course. This report, titled "IPFW University Accreditation Survey Results," is available in the Resource Room. A chart from the analysis of the survey (Figure 5-2) is shown below and illustrates the frequency of participation of respondents in IPFW activities:

Figure 5-2: Frequency of Participation in IPFW Activities

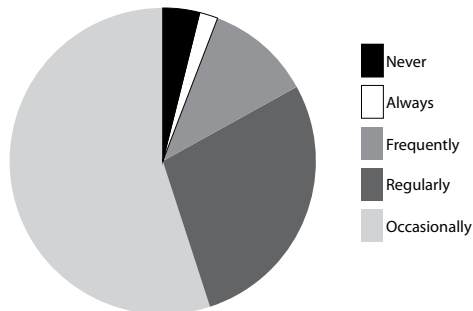
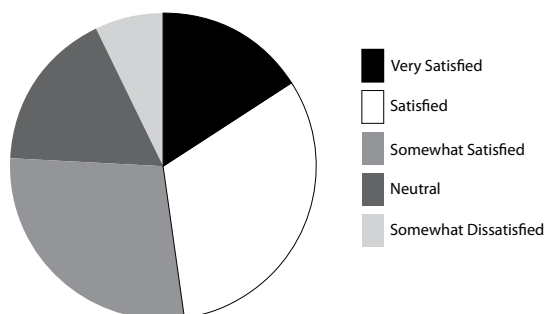


Figure 5-3 illustrates the respondents' satisfaction with IPFW services.

Figure 5-3: Satisfaction with IPFW Services



Figures 5-2 and 5-3 illustrate the current status of IPFW engagement and services during spring 2009 and provide an initial indication of where IPFW can direct improvement plans.

Commitment to the Community

IPFW's commitment to the community is evidenced in its mission, value, and vision statements. The values and vision statements are derived from the mission statement, "...work with the community to develop intellectual, cultural, economic, and human resources." The mission is woven throughout IPFW's Strategic Plan.

IPFW interacts extensively with its constituents, and has over the years broadened its level of community engagement and mutually beneficial strategic partnerships by learning of community needs and identifying ways to meet them. Reflective of the university's mission, IPFW sponsors educational, cultural, and recreational opportunities for community audiences of all ages. Fostering the entrepreneurial spirit, IPFW builds partnerships with regional businesses to promote economic development. Perhaps the best indication of this commitment is the IPFW Office of University Engagement, described later in this chapter. Another important example is the extensive development of Community Advisory Boards. These groups promote outreach by providing stronger community-academic collaboration, offering advice on programming and career development, and supporting fundraising.

IPFW faculty and staff return the favor by serving on more than 100 community or nonprofit boards in the region. The list is long, but includes:

Arts and Culture Organizations

- Arts United
- Cinema Center
- Civic Theater
- Embassy Theatre Foundation
- Fort Wayne Ballet
- Fort Wayne Dance Collective
- History Center
- Northeast Indiana Public Radio
- Three Rivers Festival
- WFWA PBS 39
- Windsong Film Festival

Economic Development Organizations

- Better Business Bureau
- Consumer Credit Counseling Service of Northeastern Indiana
- Convention and Visitors Bureau
- Junior Achievement
- Leadership Fort Wayne
- Northeast Indiana Workforce Investment Board
- Northeast Indiana Innovation Center
- Young Leaders of Northeast Indiana

Education Organizations

- Allen County Education Partnership
- American Association of University Women
- ARC
- Early Childhood Alliance
- East Allen Family Resource Center
- Indiana Latino Higher Education Council
- Junior Achievement
- Literacy Alliance
- MLK Montessori School
- Questa Foundation
- Twenty-first Century Scholars

Health Organizations

- AIDS Taskforce
- Allen County Cancer Services

Allen County Council on Aging
American Heart Association
American Red Cross
Fort Wayne African-American Cancer Alliance
League for the Blind and Disabled Inc.
Matthew 25 Health and Dental Clinic
Midwest Alliance for Health Education
Parkview Hospital
St. Martin Health Clinic
Turnstone

Social Service Agencies

Associated Churches
Big Brothers-Big Sisters
Boys and Girls Clubs of Fort Wayne
Center for Nonviolence
Community Action of Northeast Indiana Inc.
Community Harvest Food Bank
Consumer Credit Counseling Service of Northeastern Indiana
Family and Children's Services
Fort Wayne Habitat for Humanity
Fort Wayne Rescue Mission
Fort Wayne Urban League
Girl Scout, Limberlost Council
Goodwill Industries of Northeast Indiana Inc.
Salvation Army
SCAN
United Way of Allen County

Other Community Organizations

ACRES
Allen County Election Board
Community Action of Northeast Indiana Inc.
Consumer Credit Counseling Service of Northeastern Indiana
Fort Wayne Chinese Families and Friends Association
Fort Wayne Urban League
Fort Wayne Women's Bureau
Friends of the Parks of Allen County
Hispanic Leadership Coalition of Northeast Indiana
Indiana Black Expo
Lions Club
Lutheran Foundation
Mad Anthonys
Memorial Coliseum Board of Trustees
Multicultural Council of Fort Wayne
Rotary
St. Joseph River Watershed Initiative Board
Three Rivers Festival
Urban Coalition
YMCA

Many of these faculty and staff relationships with regional agencies have led to joint programming or partnerships.

Sixteen Centers of Excellence, listed below, apply the intellectual capacity of the university to the needs of the region:

- Archaeological Survey
- Behavioral Health and Family Studies Institute
- Center for Built Environment
- Center for Reptile and Amphibian Conservation and Management
- Center for Excellence in Systems Engineering
- Community Research Institute
- Institute for Decision Sciences and Theory
- Institute for Human Rights
- Mike Downs Center for Indiana Politics
- Scholar-Practitioner Center for the Advancement of Educational Leadership and Learning Organizations
- Institute for Pension Plan Management
- Center for Wireless Technology
- Three Rivers Language Center
- Institute for Holocaust and Genocide Studies
- Center for Social Research
- Information Analytics and Visualization Center

Understanding the Changing Needs of the Community

IPFW continually seeks out constituencies. The university utilizes several mechanisms to communicate with its external constituencies' shared talents, resources, and programmatic concerns. The university strategic planning process included key members of the public such as alumni, industry leaders, and representatives from agencies that provide educational placements for clinical practice, internships, service learning, and cooperative education. The advisory boards provide a structure and process that builds effective communication to better serve the dynamic needs of the community. Community feedback is pivotal for academic units that are accredited by national organizations. In a community survey, 88.5 percent of respondents concluded that "IPFW has made a conscientious effort to understand and assess the needs of its constituents and its communities." (Ma, 2009, p.38).

In addition to formal mechanisms for environmental scanning, IPFW hosts and participates in numerous events that bring the community to the campus. Faculty members serving on local, state, and national boards bring socially conscious ideas, unmet needs, and visionary perspectives to the university that influence the development of new programs and the refinement of existing programs.

IPFW is also a major force in the region for workforce development. The university provides job training with a variety of credit and noncredit programs, connects students to employers with a broad range of internship and clinical programs, and provides career development services to students, alumni, and the community-at-large. For 19 years, IPFW has collaborated with seven area colleges and universities to present the Northeastern Indiana Career Employment (NICE) Expo Job Fair. The expo allows companies to promote internship and job opportunities to students and alumni of IPFW, Ivy Tech Community College, Manchester College, Grace College, Indiana Tech, University of Saint Francis, Huntington University, and Trine University.

Attention to Diversity

IPFW strives to prepare its graduates for the dynamic workforce by using global perspectives and analyzing implications. It recognizes the diversity of the region and the associated changing landscape. Flowing from its mission statement, IPFW has identified three values that are specific to its beliefs about the importance of diversity and is continuously working to increase diversity within the university.

A commitment to student access and success that is demonstrated through services and student life programs responsive to individual needs and interests.

A campus environment that promotes integrity, respect for diversity, responsible citizenship, accountability, sustainability, and continuous improvement.

The principles of shared governance, civility, and open communications among all groups within the university.

Identified below are campus programs that demonstrate IPFW's commitment to the diversity of its campus community, directly affecting the greater community of northeast Indiana.

Diversity Council. People and groups are not defined simply by identification with one or several categories, but also by their own and other people's perspectives and attitudes. Each of the categories could be a basis for stereotyping, prejudice, disrespect, or exclusion. IPFW's goal is a campus where all are welcome and are treated fairly and with respect (www.ipfw.edu/diversity/).

Office of Diversity and Multicultural Affairs. This office advances respect for the dignity and worth of individuals of diverse backgrounds and ideologies, and promotes and affirms community outreach and coalition building (www.ipfw.edu/odma/).

Safe Zone. Safe Zone is a place where a member of the university community can feel free to talk about being lesbian, gay, bisexual, or transgender without fear of criticism or hatred. It is a place where a person can feel not only supported, but also affirmed. It is a place where a person is not only accepted, but also valued (www.ipfw.edu/safezone/).

Upward Bound. This program provides high school students support services that help to develop the total person while working to ensure academic progress and improvement (www.ipfw.edu/odma/partners/upward.shtml).

IPFW Language Institute. The IPFW Language Institute is a collaboration between IPFW and area high schools. In recent years, certain non-European languages such as Arabic, Chinese, and Japanese have come to have strategic importance for international politics and economics, yet these languages are not as widely taught as French, German, or Spanish. In fall 2009, IPFW began to offer Elementary Arabic and Elementary Chinese on campus in classes that included IPFW students and area high school students. In fall 2010 Elementary Japanese was also offered, and the Arabic and Chinese classes included intermediate as well as elementary levels.

Academic Success Center. Students succeed in higher education when they have high expectations, where they are involved in their learning, and where there is a climate of assessment — both for academic programs and for individual student work (www.ipfw.edu/success/).

Student Life. The Student Life office seeks to provide an atmosphere where students not only learn, but are also challenged, supported, and heard (www.ipfw.edu/stulife/).

Twenty-first Century Scholars. This program encapsulates Indiana's strategy for increasing the educational aspirations of low- and moderate-income families. The program aims to ensure that all Indiana families can afford a college education for their children. Indiana's northeast regional office is housed at IPFW within the Office of Diversity and Multicultural Affairs. The program recruits income-eligible sixth-, seventh-, and eighth-grade students (www.ipfw.edu/21stcent/).

Services for Students with Disabilities (SSD). This office ensures that all students with disabilities can freely and actively participate in all facets of university life and provides and/or coordinates support services and programs that enable students with disabilities to maximize their educational potential (www.ipfw.edu/ssd/).

Career Services. This office provides programs and services to IPFW students and alumni that encourage personal and professional development, as well as support for achieving their career and life goals (www.ipfw.edu/career/).

Office of Affirmative Action/Equal Opportunity (OAA/EO). IPFW is strongly committed to providing all students and employees with fair and equal treatment in a diverse and inclusive environment free of discrimination and harassment. The OAA/EO provides leadership to the IPFW community in upholding

those practices and policies consistent with this commitment and with state and federal laws (www.ipfw.edu/eoaa/Policies/eeoaa.shtml).

Omnibus Lecture Series. This program is dedicated to presenting diverse ideas through educated, respected, and entertaining speakers for the university community and residents of northeast Indiana (www.omnibuslectures.org/).

Outreach Programs

IPFW works with its community partners to identify outreach needs. Individual colleges, schools, and departments establish relationships and collaborate to develop and offer a variety of programming. Eighty-six percent of the external respondents say that their “organization has benefited from IPFW programs such as continuing education, outreach/engagement, or customized training,” while 60 percent of the university’s academic and service departments say they cosponsor events, educational offerings, and seminars with community groups (available in the Resource Room). Additionally, the new pedestrian-bicycle bridge connecting the campus to the Hefner Soccer Fields, hotel and park complex, River Greenway, and a 19.5-mile hiking and biking trail along the St. Joseph, Maumee, and St. Mary’s Rivers is symbolic of this outreach to the community both physically and programmatically.

Goal Three of IPFW’s *Strategies for Excellence 2008–14* recognizes the importance of the community to the campus. Identified below are examples of IPFW’s outreach programs that provide university resources for strategic community partnerships.

IPFW Lafayette Street Family Health Clinic. The clinic provides high-quality, comprehensive family planning services to low-income women and men. It assists individuals in planning the number and spacing of their children by helping them select a birth control method that fits their needs, providing education on general reproductive health, and treating infections that can threaten their reproductive capability (www.ipfw.edu/hhs/outreach/lafayettetstreet/).

IPFW Behavioral Health Institute. This institute is committed to working with the community on projects that enhance mental health and decrease health disparities (www.ipfw.edu/hhs/outreach/behavioral/).

Northeast Indiana Area Health Education Center. The center improves the supply, distribution, generalist-specialist balance, and quality of healthcare professionals and support personnel through collaborative community and academic partnerships (www.ipfw.edu/hhs/outreach/ahec/mission/default.shtml).

Indiana Suicide Prevention Coalition. The coalition coordinates, facilitates, advises, and provides resources to Indiana communities for activities that reduce deaths due to suicide, occurrence of suicidal behaviors, and effects of suicide on Indiana citizens (www.indianasuicidepreventioncoalition.org/).

Healthy Cities Health Fair and Veterans Stand Down. These programs provide a variety of health screenings and personal care services to over 900 individuals in the community every year (www.ipfw.edu/nursing/service/).

Lunch with an IPFW Scientist. These popular events are designed for professors to present their topics in fun and memorable ways, planting in both the young and most seasoned participant a budding interest in science (www.sciencecentral.org/lwas.htm).

ETCS Summer Exploration Camps. The camps offer a variety of workshops for middle and high school students in computer science, math and science, engineering-robotics, leadership for young women, and physics exploration (www.etc.ipfw.edu/outreach/camps.shtml).

Nursing and Dental Healthcare Exploration Camp. These camps provide an interactive healthcare learning environment for comprehensive information on health careers including service learning projects (www.ipfw.edu/hhs/outreach/ahec/programs/default.shtml).

Strategic Skills Initiative: Partnership with Northeast Indiana WorkOne Region. IPFW contributes to this partnership by providing education related to high-demand skills in the areas of advanced

manufacturing, logistics, and entrepreneurship. An Advanced Business Technology Solutions class offered every fall and spring attracts credit and community professionals (www.ipfw.edu/bms/news/archived/2006/ssi.shtml). Advanced Manufacturing and Entrepreneurship Bootcamps for educators and students are also offered on a regular schedule (www.ipfw.edu/bms/news/archived/2006/bootcamp.shtml).

Science and Engineering Fair. The Northeast Indiana Regional Science and Engineering Fair takes place annually on IPFW's campus and is attended by winners from local competitions held throughout an eight-county region. Two hundred and seventy-five students from kindergarten through high school compete (www.ipfw.edu/scifair/Links.htm).

MATHCOUNTS. The IPFW Department of Mathematical Sciences and the College of Engineering, Technology, and Computer Science host the regional MATHCOUNTS competition, with the sponsorship of Raytheon Corporation. MATHCOUNTS is a national program designed to improve math skills among U.S. students. Approximately 60 Mathletes® from local middle schools compete.

Science Olympiad. In partnership with NISTEM, IPFW hosts a regional Science Olympiad. This competition is like an academic track meet, consisting of a series of 27 team events in the high school division. The events reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering, and technology. Six regional high schools participated in the 2010 event.

College Goal Sunday. IPFW is a host site for this event, which is a charitable program of the Indiana Student Financial Aid Association (ISFAA). College Goal Sunday provides free information and assistance to Indiana families filing the Free Application for Federal Student Aid (FAFSA). Now in its 20th year, College Goal Sunday has helped more than 70,000 Indiana students and families complete the FAFSA form properly and on time, and is a valuable resource for first-generation college students and at-risk youth.

IPFW Testing Services. Testing Services provides comprehensive and quality testing programs for IPFW students and the community in an optimum, standardized testing environment. The office provides a variety of testing services for the community, including career assessments, distance education testing, national examinations (e.g., MAT, CLEP, LSAT, SAT, Praxis, GRE, MCAT, TOEFL), and the Indiana Plumbing Exam.

The campus hosts a variety of community festivities such as the July 4 celebration (www.aroundfortwayne.info/blog/?p=780) and events during the Three Rivers Festival (www.trfonline.org/slisting.html.) Hosting these events promotes area partnerships with IPFW and supports community spirit.

Colleges and departments offer artistic and programming activities for the community. The College of Visual and Performing Arts performance and exhibition calendar (www.ipfw.edu/vpa/news/calendar.shtml) provides an example of diverse cultural and artistic activities that bring the community to the campus. Additional partners that increase community engagement are identified at www.ipfw.edu/audiences/community-partners/.

Continuing Studies

The Division of Continuing Studies offers flexible educational opportunities that promote lifelong learning throughout northeast Indiana. With enrollments of more than 28,000 students annually, the division enrolls learners in classes and programs in their communities, in companies, or online. Eighty-four percent of the external survey respondents agreed that "IPFW provides programs that meet the continuing education needs of professionals in the community" (available in the Resource Room). Through community, corporate, and professional partnerships, the Division of Continuing Studies serves its constituencies in several key program areas described below.

Personal and Professional Development. This Continuing Studies initiative offers a wide variety of courses, ranging from personal enrichment to professional development seminars, certificate programs, and preparatory courses to address tomorrow's workforce and regional needs. Sample partners include Project Management Institute, American Production and Inventory Control Society, Society for Human Resource Management, and the American Society of Pension Professionals and Actuaries. Employees from

432 companies in the community have completed personal and professional development courses in the last year. (www.ipfw.edu/dcs/ppd/default.shtml)

Corporate Training. Nearly 4,000 participants from 50 companies and organizations have attended customized training including a wide range of topics in supervisory leadership, customer services, wireless technology, systems engineering, and more. (www.ipfw.edu/dcs/ppd/ctr/default.shtml)

Small Business Development Workshops. IPFW serves as host and partner for the Northeast Indiana Small Business Development Center (NEISBDC). Overall objectives are to create a positive and measurable impact on the formation, growth, and sustainability of small businesses in Indiana and to develop a strong entrepreneurial community. NEISBDC has annually exceeded state goals for business starts and clients counseled for more than five hours. (www.learn.ipfw.edu/ShowSchedule.awp?--GROUP-.SBDC-Small+Bu)

Japanese Saturday School. A partnership with Fort Wayne-AlLEN County Economic Alliance, this program offers educational programming to Japanese children in the Fort Wayne area who will return to Japanese school systems, teaches introductory Japanese to Americans, provides an educational support system for Japanese families during their American assignments working for Japanese companies in the United States, and teaches American culture and English as a second language to Japanese adults. The IPFW Japanese Saturday School is approved and partially funded by the Japanese Ministry of Education. (www.ipfw.edu/news/archives/2006/Aug/15school.shtml)

ACELINK. In partnership with Invent Tomorrow Education Consortium, ACELINK provides programs through broadband connections among Allen County K–12 schools and IPFW for virtual field trips, career exploration, and effective teaching with technology programs. ACELINK served 6,950 students and teachers this past year. (www.acelink.org/)

School-Based Concurrent Credit Programs. In partnerships with regional high schools, 14 IPFW departments participated with 35 regional high schools and 77 different high school teachers (www.ipfw.edu/dcs/sbp/). The program had 969 enrollments totaling 3,052 credit hours in 2008–09 and continues to grow.

Professional Development for Educators. Continuing Studies and the School of Education provide license renewal programs and a master's degree in educational leadership, which can be completed in 14–17 months for those seeking a principal license. More than 1,700 educators annually complete professional development programs in a wide range of topics including writing, balanced literacy, STEM, and energy and economic education. (www.ipfw.edu/dcs/workshops/)

Distance Learning. With more than 12,000 annual enrollments at IPFW, online learning allows students to achieve their academic goals using multiple electronic technologies including Web-based and interactive video conferencing with connections to regional and state sites. In a recent IPFW Distance Learning Task Force Report, students said online learning allows them to take more courses per term and graduate sooner; makes it easier to maintain full-time status to keep scholarships and financial aid; and helps them manage outside demands of family, work, and travel time. Distance learning now accounts for 13 percent of the total annual IPFW credit hours. (www.ipfw.edu/dlearning/default.shtml)

Warsaw Center and Off-Campus sites. Opened in 2003, the IPFW Warsaw Center, located in nearby Warsaw, Ind., the orthopedic device capital of the country, offers a variety of courses for personal and professional development as well as credit courses. Wired with state-of-the-art technology, the center is equipped with interactive video conferencing, electronic audio/visual teaching aids, and wireless access to the IPFW computer network and onsite lab. Other off-site location partnerships with Four-County Joint Vocational School, Public Safety Academy, and area high schools expand the market for IPFW courses and programs. These off-campus sites account for more than 2,852 enrollments annually. (www.ipfw.edu/warsaw/photos.shtml, www.ipfw.edu/dcs/offcampus/default.shtml)

General Studies Degree Completion. Attractive for nontraditional students, this liberal arts degree can be customized to focus on personal and career goals. General studies courses are available online, through Weekend College, and on- or off-campus, and general studies students may apply options for prior learning assessments, military credit, CLEP, and ACE credit. More than 2,700 students have graduated from the program, with 85 percent remaining in Indiana. (www.ipfw.edu/dcs/gsdp/default.shtml)

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

IPFW is a fully engaged institution that recognizes its relationship with a multitude of constituencies and communities. It has both the capacity and the commitment necessary for robust and vital engagement activities. The university participates in partnerships with, and provides services and facilities to, its constituents and communities. To more effectively serve its defined constituencies, IPFW has extended its educational and service offerings to several off-site locations, area high schools, and teaching/learning centers. In so doing, it has very visibly and dramatically increased the communities' access to higher education.

Building Community Connections

Since its creation, community connections have been a key component of IPFW's mission. While many of the connection and engagement activities described in this chapter have been in existence for years, only recently did the university recognize the need for campus-wide coordination of these activities. Informed by the development of the Carnegie Community Engagement application, in spring 2010 the university formed the IPFW Community Engagement Council, chaired by the newly designated associate vice chancellor for academic engagement and faculty affairs. Council membership includes representation from several key campus and community constituencies. The council will serve as a clearing house for information about campus engagement activities, and through an awards program, will recognize outstanding engagement work by faculty and staff, departments, and student organizations. The council will also manage the newly developed Community Engagement Database, a Web-based tracking system for all campus engagement activities.

Under the umbrella of the Community Engagement Council, IPFW has numerous structures and processes intended to enable effective connections with its constituents and communities. Several important examples are described below.

IPFW Office of University Engagement. The mission of IPFW's Office of University Engagement is to bring together the resources of three universities to build the future of northeast Indiana. It pursues that mission by providing a direct means of access to IPFW, Indiana University, and Purdue University resources in research, technology, technical expertise, and educational services. The goals of the office are to facilitate the utilization of university intellectual property and to enhance new and existing regional businesses. This interaction stimulates economic development, which contributes to the overall quality of life in northeast Indiana.

The office facilitates connection to a variety of services through IPFW, Purdue University, and Indiana University such as:

- Research capabilities
- Intellectual property
- Technical assistance and faculty expertise
- Seminars, conferences, and networking opportunities
- Continuing education and corporate training
- Internships and cooperative education programs
- University outreach programs

The Office of University Engagement has proved to be very effective since its creation in 2006. The tables below indicate the impressive number of contacts and engagement relationships.

Table 5-1: Contacts developed by the Office of University Engagement (cumulative)

	2006	2007	2008	2009
Total Contacts	570	779	1,053	1,169
Businesses & Organizations	274	441	617	687
Government & Community	106	140	184	199
Higher Education Partners	190	198	252	282

NOTE: All figures are shown as cumulative totals including the previous years. The above statistics continue to demonstrate the extent of the network developed through the northeast Indiana community and various higher education partners throughout the State of Indiana.

Table 5-2: Company Relationships Developed

	2006	2007	2008	2009	Overall Success Rate
Total Referrals	141	203	285	334	
Engagement Office Interactions	109	161	226	268	80%
University Follow-Up	83	123	170	197	59%
Completed Engagements	65	92	121	142	43%

The statistics shown above demonstrate a continued success rate of developing relationships of value between community organizations and one of the university partners in excess of 40 percent (when comparing the organizations with completed engagements to the total number of referrals). To date, these projects have generated almost \$1 million in external funding for IPFW.

Several of these projects are described below:

Deeds of Compassion: This project was a summer 2008 Web site development and graphic design project for a service organization called Deeds of Compassion. This is a nonprofit organization that coordinates community support for home repairs for economically disadvantaged families and individuals. Professor Robert Sedlmeyer and Professor John Motz, along with their students, responded to a request through a column in the Fort Wayne *Journal Gazette* and worked with the organization to develop the Web site, www.deedsofcompassion.com/index.php.

Foster Care Services of Northeast Indiana: During the summer and fall 2008, students under the supervision of Professor Robert Sedlmeyer and Professor John Motz, completed Web site development and graphic design for Foster Care Services of Northeast Indiana, a regional nonprofit agency. Foster Care Services' goal for the site is to assist in the recruitment of foster families for eight northeast Indiana County Departments of Children's Services. Additionally, the Web site provides functionality for foster parent applications, training opportunities, and tracking of required training hours. The Web site can be found at www.fostercareservicesinc.org.

Riverside Manufacturing, L.L.C.: Riverside's relationship with IPFW began with a referral and introduction to the Office of University Engagement in fall 2006. A student project through the College of Engineering, Technology, and Computer Science focused on the redesign of a military application light switch. Two additional technical assistance program (TAP) faculty-assistance projects were later completed by Professor Ramesh Narang. In 2008, Narang worked with Riverside to optimize material handling and product flow of a harness assembly. A follow-up TAP project targeted improving production and handling methods for a harness sub-assembly. Riverside has implemented Narang's recommendations, and in a survey response for the Manufacturing Extension Partnership, credited his work with retaining 150 jobs, \$5 million in sales, and \$10,000 in cost saving.

WaterFurnace International: The first two projects with WaterFurnace were completed by student groups in spring 2007. Under the guidance of Professor Bimal Nepal, graduate students completed a project for the analysis of warranty claim data on WaterFurnace products. This work was continued as a TAP faculty-assistance project with Nepal further analyzing and reporting using the claim data. Also in spring 2007, Professor Ramesh Narang led a student project to review material handling issues, with the outcome of presentation of improvement opportunities. In 2009 Professor Jaby Mohammad and students worked together through TAP and a student project. Mohammad, with the assistance of graduate students, continued the warranty data analysis on a new product line.

Fort Wayne Metals: IPFW's relationship with Fort Wayne Metals began in spring 2006. In spring 2007, TAP-MEP presented a Lean Manufacturing class attending by five Fort Wayne Metals personnel. TAP funding also provided for Professor Santini, of the Purdue West Lafayette campus, to investigate the process for acid bath concentration. IPFW graduate students, supervised by Professor Bimal Nepal, provided CPK calculations and database analysis of CRM final inspection data to determine if the data fell within process

and customer limits. In spring 2009 an additional project was completed with TAP funding, as Professor Barry Dupen of IPFW developed an algorithm for a controlled strain test on Nitinol wire.

Fort Wayne Philharmonic: Undergraduate students in the Richard T. Doermer School of Business and Management Sciences, supervised by Professor Nichaya Suntornpithug, conducted market research for the Philharmonic during fall 2008. In fall 2009, graduate students, guided by Professors Jun Ma and Zelimir Todorovic, developed marketing and strategic plans.

Tuthill Controls: Professor E. S. Ferguson, of the Purdue West Lafayette campus, conducted a study of noncontact sensor technology using TAP funding in April 2007. Supervised by Harold Broberg of IPFW, in spring 2008, senior design students supported the non-contact sensor design/research project. This project was completed on Dec. 31, 2009. Funding was provided by Tuthill (\$62,309).

Community Councils/Boards. IPFW utilizes community councils and advisory boards to assure and facilitate connections with external communities. These structures exist at the institutional, school, and department/program level, and combined, take advantage of the expertise of more than 100 community leaders and professionals. Three examples of these advisory councils are described here to illustrate these structures. At the institutional level, the Community Advisory Council provides critical review and input from across the regional community to IPFW and plays a governance role in reviewing the Student Code of Conduct. In addition, a member of the Community Advisory Council serves as a liaison to IPFW's Strategic Planning and Review Council. At the college/school level, the Richard T. Doermer School of Business and Management Sciences' Business Advisory Council is consulted regarding proposed substantive changes in the school's curricular and program offerings. It also serves as a forum for discussion of economic development in the region. At the department/program level, the members of the Advisory Council of the Dental Hygiene program are drawn from the ranks of practicing professionals and educators in the field. These members help assure that the program understands, and is responsive to, the needs of the field.

Small Business Development Center (SBDC). The purpose of the SBDC is to enhance economic development in northeast Indiana by assisting new and existing small business. In order to achieve this mission, the SBDC relies on the support of its host, IPFW.

The SBDC works closely with a number of IPFW academic and administrative units. Some collaborative initiatives and assistance received from the Richard T. Doermer School of Business and Management Sciences include:

- The Collegiate Management Program
- Business course development
- The Entrepreneurship in the Arts certificate program
- Marketing and research analysis
- Business counseling
- Business Strategy and Success certificate

Visitors to the SBDC Web site can arrange to meet with a business advisor, one on one, at no charge. Along with counseling, the SBDC offers workshops at very minimal fees, on-site Internet access, and a resource library.

Office of Research and External Support (ORES). The Office of Research and External Support (ORES) is a unit within the Office of Academic Affairs (OAA) created to serve the scholarly and creative activities of faculty, students, and staff. Its mission is:

- to facilitate the procurement of external support through research grants, contracts, and technical assistance agreements
- to administer internal support for research
- to document and publicize the scholarly achievements of members of the IPFW community, and
- to engage the intellectual capital of the university to enhance northeast Indiana's economy.

ORES' guiding documents identify the following as key goals for the unit: facilitating partnerships with regional industry and government, making information about faculty expertise available to regional industry, facilitating research partnerships with regional industry and government, documenting and publicizing the regional economic impact of research, and expanding the technical assistance program.

Office of Diversity and Multicultural Affairs (ODMA). Under the leadership of the associate vice chancellor for diversity and multicultural affairs, the Office of Diversity and Multicultural Affairs (ODMA) offers cocurricular programs and services designed to promote institutional outreach to groups historically underrepresented in, and underserved by, higher education. ODMA's outreach efforts include liaison relationships with a host of community organizations (such as the Urban League and the NAACP). The unit serves as the administrative home for IPFW's Twenty-first Century Scholars, Upward Bound, and Summer Youth programs, which are intended to promote college participation by students from historically underrepresented groups or economically disadvantaged families and to help prepare those students to be successful in college. ODMA is an active partner in IPFW's efforts to recruit a diverse student body and offers a Summer Bridge program to help minority and first-generation students who have been admitted to IPFW to be prepared to succeed in pursuit of their academic goals.

ODMA organizes an annual series of programming to celebrate the diversity of cultures on campus and in the region. This programming is carried out in conjunction with a number of local partner organizations. The annual Diversity Showcase is IPFW's premier program highlighting the full range of diversity-related academic and administrative offerings at the university. It is sponsored by the chancellor's Diversity Council, and ODMA plays an important role in helping organize that program. One of the goals of the Diversity Showcase is to invite members of the community to campus to learn more about diversity-related opportunities available to them through IPFW.

Recent Data. IPFW's structures and processes are effective in enabling connections with its communities. Perhaps the most compelling evidence of this effectiveness is the perceptions of community members themselves. Data from the recent survey referenced earlier in this chapter indicates a high degree of satisfaction by external constituents with the opportunities to engage with and be engaged by the institution. Nearly 80 percent of those responding indicated agreement that IPFW has effective structures and processes to connect itself with external communities. With regard to specific elements of those structures and processes to engage students, faculty, and staff in communities, respondents indicated satisfaction with strong cocurricular activities (75 percent) and strong and relevant education programs (79 percent). A large majority of those responding also indicated that IPFW has adequate physical, financial, and human resources to support effective programs of engagement and service (76 percent), as well as planning processes to ensure continuing engagement of, and service to, communities (67 percent).

The same survey provided valuable insight into areas of potential growth for IPFW with regard to community connections. Just under half of the respondents indicated that they would appreciate greater communication from the university regarding opportunities through which they can engage the institution, with the preferred methods of communication being e-mail and newsletters. Over 40 percent of those taking part in the survey suggested increased internship opportunities for students would be helpful. Finally, a number of interview responses addressed the desire on the part of nonprofit agencies to more readily access and benefit from various IPFW programs and services.

Cocurricular Activities

IPFW's cocurricular activities provide an ample and diverse array of opportunities for students, staff, and faculty to engage with external communities. Several examples are described below.

University-wide Programs. IPFW routinely engages in large university-wide programs providing rich opportunities through which its students, staff, and faculty can engage its constituents and communities. Three examples of such programming are described below.

For over 20 years the university has been a partner with **United Way** in raising funds for a host of local social service agencies and organizations. IPFW faculty and staff have helped to lead these efforts. On campus, more than \$44,000 in donations were pledged by 344 staff and faculty members as part of the 2008–09 United Way drive.

The Omnibus Lecture Series is dedicated to presenting diverse ideas through educated, respected, and entertaining speakers for the university community and residents of northeast Indiana. The English, Bonter, Mitchell Foundation is the founding sponsor for the series, and media sponsors include WANE-TV News Channel 15 and Northeast Indiana Public Radio. Approximately 6,000 members of the community took part in the 2008–09 series, which featured John Esposito, Eugene Robinson, David Baldacci, Hal Holbrook, A. J. Jacobs, and Sandra Day O'Connor as speakers.

During spring 2009, the **Remnant Trust at IPFW** program featured an exhibition of more than 50 first- and early-edition manuscripts, books, pamphlets, and documents on subjects related to individual liberty and human dignity. Over 3,500 visitors attended the exhibit and took part in the opportunity to engage the texts through viewing and touching them, as well as through interaction with exhibit docents. The program also featured a film series, lecture series, and special events series (including three Omnibus speakers), with individual events being offered on campus and in the community. These events attracted an additional 6,914 people to participate in the Remnant Trust at IPFW. Finally, facilitators playing the role of one or another of the authors featured in the Remnant Trust exhibit visited 12 local K–12 schools and presented on said authors and their work to a total of over 1,000 school children.

Mastodon Academic Performance Center (MAP). The Mastodon Academic Performance Center (MAP), which provides academic and developmental support for student athletes at IPFW, sponsors the Mastodon Cup program — an annual competition involving the various athletic teams on campus. Teams earn points for academic performance, supporting one another as student athletes, and engaging in service-learning opportunities in the broader community. Recent learning activities have included participating in reading programs with younger children, leading Fort Wayne's march against domestic violence, and participating in a wheelchair basketball game and other games with clients of Turnstone Center for Children and Adults with Disabilities.

Student Housing. IPFW Student Housing, operated on behalf of the university by American Campus Communities, is a center for student learning. A central component of the cocurricular programming in Student Housing is developing an active philanthropic commitment. With the guidance and support of professional and paraprofessional staff, residents organize and conduct a host of fundraising programs for a wide array of charities. These include ongoing programs such as a partnership with the American Red Cross to support blood donations, participating in the Box Tops for Education program and the Campbell's Labels to benefit Fort Wayne Community Schools, collecting tabs from aluminum cans to benefit the Ronald McDonald House, and end-of-term food drives for the local Community Harvest Food Bank. In addition to ongoing programs, the residents of Student Housing are also encouraged to actively respond to unique events. Examples include raising funds to assist students at another university displaced from their residence halls by tornado damage, taking part in a new United Way read-a-thon and book drive (in conjunction with Student Life), and volunteering for a day to help at the Fort Wayne Children's Zoo and at a local soup kitchen.

IPFW Student Athletes. Intercollegiate Athletics at IPFW operates on three basic, non-negotiable principles: academic excellence, athletic intensity, and social responsibility. Along with conducting themselves as role models, IPFW student athletes, coaches, and staff realize that an important component of social responsibility is community engagement. In that regard, the athletic program fosters good will through community-based projects. The goal is to have participants understand that service to others is the cornerstone of being a good community partner.

IPFW student athletes participated in 13 different community service projects in 2008–09. Not only have student athletes participated in established community-based events, but the students have also been a catalyst in establishing new service projects. For example, the "Pink Out" for Breast Cancer awareness program was initiated by the women's basketball and volleyball teams and has had a tremendous community impact. Many of these

projects involved a fundraising component that has provided support for community organizations, including the American Cancer Society and the Susan G. Komen for the Cure Foundation.

One of IPFW's most successful and long-standing community engagement programs is the award-winning IPFW Mini'Dons Youth Soccer Program. Each fall, more than 400 area youth participate in the program at no cost to them. Mini'Dons just completed its seventh season.

Links between Curriculum and Communities

Health Clinics. *The Department of Dental Education* has two clinics, one located in Neff Hall on the IPFW campus, and the other in an underserved area of Fort Wayne. The clinics offer low-cost, high-quality preventative dental services such as cleanings, fluoride treatments, X-rays, sealants, and whitening products. The services are provided by dental hygiene students supervised by dentists and dental faculty. Over 1,000 patients were seen in 2008.

The *Lafayette Family Health Clinic* is a nurse-managed clinic affiliated with the IPFW College of Health and Human Services. The clinic provides health, education, and counseling services to underserved populations in northeast Indiana. The majority of clinic patients are uninsured women who are Hispanic or African American. Services include physical examinations and health assessments, laboratory services, STD/HIV testing, a wide range of DHHS PDA approved methods of contraception, adolescent services, counseling, education, and community outreach. The clinic is housed in the Lafayette Medical Building, which is located in a medically underserved area of Fort Wayne. Funding is provided through a grant from the Office of Populations, U.S. Department of Health and Human Services through the Indiana Family Health Council. Undergraduate and graduate nursing students provide services in the clinic. It provides students with the opportunity to work with diverse populations and cultures. Over 1,500 patient visits took place in the clinic during 2008.

The purpose of the *Area Health Education Center* is to recruit underserved youth into health careers. The center provides health career education to elementary, middle school, and high school youth. After-school programs and summer camps provide students with hands-on experiences, education about the variety of careers possible in the health arena, and the academic requirements that must be met, along with resources to assist students with meeting those goals. About 6,000 students were involved in programs through the center in 2008.

Curriculum Connection. The Curriculum Connection is a strategic initiative of the Richard T. Doermer School of Business and Management Sciences to support the school's mission to achieve excellence in education and contribution to regional economic development. The school does so by connecting the learning of the curriculum to the practice of business in northeast Indiana. The businesses are northeast Indiana firms that seek IPFW's contribution to the study of a problem, analysis, or implementation of a current business situation in operations, distribution, marketing, strategy, or innovation. At the undergraduate level, projects that address these situations are placed in upper-level courses in operations management, marketing management, marketing strategy, policy/capstone, or a related elective course(s). Projects of the initiative that require a greater maturity level are assigned to MBA courses.

The projects are significant grading components of the courses. Normally, multiple teams of students investigate the business situation. They spend the semester working with members of the host company executive team in understanding the business and its challenges and opportunities. In doing so, they engage in critical thinking, analysis, strategic thinking, and problem solving. They are focused on the end-of-the-semester deliverable — the oral and written reports to the management team of the subject company.

At times, the projects have been sufficiently complex to require the subject matter of more than one business course in or outside the school and spanning more than one semester. The EcoVehicle Project was sufficiently broad in scope to require simultaneous contributions from students from business; the IPFW College of Engineering, Technology, and Computer Science (ETCS); and the College of Visual and Performing Arts (VPA). The subject matter was "taking the EcoVehicle to market." The product was the vision of the entrepreneur, John Dabels, who applied fuel cell technology to powering an electric vehicle. Business students researched the

commercial potential for the vehicle in markets the entrepreneur envisioned and those he did not. The students of ETCS performed some engineering studies of the vehicle. The students of VPA produced new designs for new markets identified by business students.

The tables below display the scope of the business situations and northeast Indiana companies that served as learning laboratories for business students and faculty. The complete list of companies is available in the Resource Room. IPFW appreciates the cooperation of these companies in the learning of the Curriculum Connection.

Table 5-3: Examples of Subject Companies Studied by the Doermer School of Business, 2002–06

Air Cargo	Fort Wayne, IN	Services — air cargo service
Buhrt Engineering	Warsaw, IN	Manufacturing — industrial products
Carrier Electronics	Huntington, IN	Manufacturing — electronic parts
Do it Best	Fort Wayne, IN	Distribution — RFID
EcoVehicle	Fort Wayne, IN	High tech — electric cars
Fort Wayne Business Journal	Fort Wayne, IN	Publishing
Franklin Electric	Bluffton, IN	Manufacturing — submersible motors
Gee-Gaws	Fort Wayne, IN	High tech — maps
Hy-matic	Kendallville, IN	Manufacturing — precision screws
Invisible Technologies	Garrett, IN	Manufacturing — electronic consumer products
Iron Out Inc.	Fort Wayne, IN	Manufacturing — detergents
JND	Fort Wayne, IN	Consumer products
Lin's Private Label	Bluffton, IN	Consumer products
Master Sports	Fort Wayne, IN	Sports equipment
New Fuels	Fort Wayne, IN	Bio-diesel
Ottenweller Manufacturing	Fort Wayne, IN	Advanced manufacturing
Parkview Health Systems	Fort Wayne, IN	Healthcare
Rea Magnet Wire	Fort Wayne, IN	Manufacturing — basic metals, Strategic planning
Shuttleworth Inc.	Huntington, IN	Manufacturing — conveyor systems
TI Industries	Fort Wayne, IN	Manufacturing — automotive parts
Variable Torque Motors (VTM)	Fort Wayne, IN	Manufacturing — alternative fuel conversion
Vera Bradley	Fort Wayne, IN	Manufacturing — consumer products
Verizon	Fort Wayne, IN	High-tech communications

Table 5-4: Nonprofit Companies Assisted by the IPFW Doermer School of Business and Management Sciences, 2002–06

Company	Location	Designation
Better Business Bureau (BBB)	Fort Wayne, IN	Assessment of ethical business practices — perceptions of management, workforce, and customers
Cole Foundation	Fort Wayne, IN	Study of venture capital fund for northeast Indiana
Consumer Credit Counseling Service, Northeast IN	Fort Wayne, IN	Personal financing — merger study
IPFW Purchasing Department and Indiana-Purdue Student Government Association		Marketing research to determine the current satisfaction with food services on campus and recommend future directions.

Company	Location	Designation
Invent Tomorrow	<i>Fort Wayne, IN</i>	Summer program for high school teachers relating to teaching entrepreneurship and high-tech business
Leadership Fort Wayne	<i>Fort Wayne, IN</i>	Business plan for taking over another servant leadership program
North Anthony Alliance	<i>Fort Wayne, IN</i>	Neighborhood association of businesses and residents
Northeast Indiana Innovation Center (NIIC)	<i>Fort Wayne, IN</i>	Business research and planning for residents of the high-tech incubator

Office of Academic Internships, Cooperative Education, and Service Learning (OACS). OACS works with faculty, departments, and students to design and provide structured, academic credit-bearing, community-based learning opportunities. These opportunities include credit-bearing internships, cooperative education positions, and service learning experiences.

Over 2,200 students have participated in cooperative education experiences with nearly 250 employers over the past 20 years. In 2007–08 alone, nearly 150 students participated in a cooperative education opportunity.

The M3C Fellowship Program, a service learning program, is an initiative that creates opportunities for students to work together as agents of civic change in their local communities and on their campuses. IPFW is one of only six universities in the state (and the only Purdue campus) that participates in this AmeriCorps Education Award program. Students chosen for the program receive a \$1,000 award to use toward educational expenses in return for 300 hours of community service. Eight IPFW students were M3C fellows in the inaugural year of the program, and as a result of the strength of its program, IPFW has been authorized by AmeriCorps to increase the size of its cohort of fellows for the coming year.

Resources for Engagement and Service

There is ample evidence that the physical resources of IPFW support effective programs of engagement and service. The university is home to a number of local not-for-profit agencies and organizations. These include:

- Leadership Fort Wayne
- Fort Wayne Philharmonic
- Fort Wayne Area Community Band (FWACB)
- Fort Wayne Children's Choir (FWCC)
- Foundation for Art and Music in Elementary Education (FAME)
- Unity Performing Arts Foundation Inc. (UPAF)
- WFWA, the local PBS affiliate

The campus features a number of large lecture and performance halls that allow the university to open major events to the public. The university's classrooms and meeting rooms are also available for reservation by the public. More than 2,000 nonuniversity events were held on campus during the 2008–09 year.

The Gates Sports Center and campus athletic fields provide venues for the community to support IPFW athletics, and members of the community are able to have memberships and participate in wellness courses offered at Gates. The Plex soccer facility is used by both K–12 soccer programs and local leagues. In addition, throughout the year members of the community visit the beautiful and spacious campus for recreation in the form of walking, riding, running, and cross-country skiing. IPFW also developed the Venderly Family Bridge, which spans the St. Joseph River, providing the critical link that allowed the completion of the River Greenway.

Every July 4 the campus becomes the center of Fort Wayne's celebration of national pride as tens of thousands of community members come to campus (and the surrounding properties) to view the city's fireworks display hosted by IPFW in partnership with the City of Fort Wayne, Centennial Wireless, and local media outlets.

IPFW staff and faculty, the human resources of the university, are highly engaged in the communities served by the institution. In addition to their service in the programs and partnerships referenced throughout this self-study, faculty and staff expertise are available to constituents and communities upon request, and requests for such assistance are frequent. Hundreds of faculty and staff members serve on advisory or governing boards for agencies and organizations across the region.

While IPFW is ranked 14th out of 14 among state institutions in terms of per student funding, the institution manages to exceed expectations with regard to serving constituents and communities. The degree to which it succeeds in its goal of being an institution highly engaged with its constituents and communities is a reflection of its commitment, creative collaborations, and innovative resource utilization.

Planning for Engagement and Service

IPFW's Vision Statement describes its central institutional goal as becoming a nationally recognized university known for its regional impact. IPFW's Strategic Plan notes fostering the economic, cultural, and civic development of the region as one of the three primary areas of institutional endeavor and includes strategic priorities, strategies, and assessment metrics for that area of endeavor. IPFW's Strategic Plan also includes partnership with the community to enhance social, economic, cultural, civic, and intellectual life in the region as among its core values.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The university and its faculty and staff recognize the importance of each constituent with whom they interact. Constituent organizations are generally contacted at the departmental or higher administrative levels and are involved in many curricular decisions. Constituents must be involved in accredited program/department/school curricula, and their needs are the inspiration for the wide variety of programs and services described in this chapter of the self-study report.

Collaborative Ventures

As described earlier, IPFW is responsive to constituencies that depend on its services. Additionally, a number of programs have been developed in direct response to identified needs, including precollege enrichment programs, preprofessional support programs, articulation agreements with other institutions, new degree and certificate programs, continuing education opportunities, and student chapters of national associations that interact with regional professional chapters. Some examples of this responsiveness are provided below.

Transfer Credits. As a university with a regional mission, IPFW is primarily concerned with serving northeast Indiana. Transfer of credits from and to IPFW is an important part of this service. IPFW accepts credits from academic programs at institutions accredited by regional accrediting associations and only for courses in which students earned grades of C– or better. Courses from institutions not holding regional accreditation may be reviewed by the academic department in which the course is taught. Some IPFW degree programs impose additional criteria.

The statewide Indiana Core Transfer Library (CTL) provides a list of courses that will transfer among the two community college systems in Indiana, the 15 Indiana public college and university campuses offering baccalaureate programs, and the 32 private colleges/universities in the state. Core Transfer Library courses will meet the general or free elective requirements of undergraduate degree programs, and most CTL courses will also count toward degree program requirements if an evaluated course is taught at the campus. Approximately 80 IPFW courses are listed on the CTL Web site. For up-to-date information, visit the TransferIN Web site at www.transferin.net/CTL/Pages/default.aspx.

Articulation Agreements. Ivy Tech Community College is the statewide community college and its Northeast Region campus is adjacent to IPFW. IPFW and Ivy Tech Northeast jointly participate in a program named

Crossroads, which works to simplify student transfers and looks for other opportunities to collaborate. More than 25 degree program articulation agreements currently exist or are in the negotiation process with Ivy Tech. The articulation agreements are effective for many IPFW programs, including the B.A. in biology, English, French, history, philosophy, psychology, and Spanish; the B.S. in business, public affairs, elementary education, hospitality management, human services, interior design, mathematics, nursing, organizational leadership and supervision, and industrial engineering technology; and the Bachelor of Fine Arts (B.F.A.) and Bachelor of General Studies (B.G.S.) degrees. Additional programs are constantly being reviewed for possible articulations, and a joint academic advising program for Crossroads students has been initiated by the two campuses. As part of the Crossroads program, an IPFW advisor is on site at Ivy Tech on a part-time basis to advise Crossroads students in articulated programs or other students intending to transfer. IPFW and Ivy Tech are developing a dual admission application process so Crossroads students are admitted immediately to IPFW when they begin at Ivy Tech. A financial aid consortium is also under development. Other collaborations include intramural athletics and Student Housing, both of which are open to Ivy Tech students.

IPFW also has articulation agreements with Vincennes University and other regional campuses of Indiana University and Purdue University.

Fort Wayne Higher Education Consortium (FWHEC). An agreement exists among FWHEC institutions to provide students with the opportunity to enroll in courses at other FWHEC institutions that are not available at their home institution. Cross registration enables students to enhance their degree programs by taking a course at another FWHEC institution and receive credit at their home institution upon successful completion of the course. Members of FWHEC include Huntington University, IPFW, Indiana Institute of Technology, IVY Tech Community College, Manchester College, Trine University, and the University of Saint Francis. Additional information is available in the Resource Room and at www.ipfw.edu/registrar/services/consortium.shtml.

K–12 Programs and Partnerships. Some programs and partnerships that are coordinated, held, or directed at or by IPFW are described below:

The Northeast Indiana Science, Technology, Engineering, and Math (NISTEM) Education Resource Center (www.nistem.org) was established in 2007 as a partnership with a cadre of regional stakeholders to support and encourage active engagement in science, technology, engineering, and math (STEM) related activities and educational pursuits. The NISTEM Center and Web site was developed in conjunction with the completion of a proposal submitted to a statewide BioCrossroads STEM initiative. Additional financial support was provided by a grant received from the National Center for Outreach submitted by WFWA/PBS39 in partnership with IPFW and the Fort Wayne Convention and Visitor's Bureau. Quickly growing to include a large regional stakeholder base, NISTEM now works to incorporate and support the diverse needs of the region's education systems, informal education centers, and business community.

The NISTEM Center has developed into an enterprise that promises to continue to highlight, unify, support, and increase community involvement in STEM-related activities for children and adults in the region, as well as recruit others to participate in the events regularly hosted in northeast Indiana. NISTEM coordinates with and serves schools in northeast Indiana. Some key stakeholders external to IPFW are the Region 8 Education Service Center, Northwest Allen County Schools, East Allen County Schools, Fort Wayne Community Schools, Southwest Allen County Schools, Wabash City Schools, Fort Wayne Children's Zoo, Science Central, McMillen Center, Allen County Parks, Foellinger Freiman Botanical Conservatory, Northeast Indiana Innovation Center, Northeast Indiana Corporate Council, the Fort Wayne-Allen County Economic Development Alliance, Northeast Indiana Workforce Investment Board, Fort Wayne/Allen County Convention & Visitors Bureau, Allen County Public Library, Work One NE, Allen County Education Partnership, WFWA, Reusser Design, History Center, the Northeast Indiana Regional Partnership, About Education, and the City of Fort Wayne.

The IPFW K–12 Outreach Office in the College of Engineering, Technology, and Computer Science (www.etc.ipfw.edu/outreach) offers informal educational opportunities that engage, challenge, and build self-confidence through

hands-on activities fostering awareness and interest in STEM subjects. Through competitions, seminars, and workshops, students are introduced to the world of engineering and technology. Awards and recognition are a key component of the competitive events, recognizing excellence and effort as they reinforce the students' self-confidence. All programs challenge students to think on their feet, solve problems, use their classroom learning, and look to the future. Programs offered through this office are Engineers Week Bridge Building Contest, FIRST Lego League, Indiana Regional Future City Competition, Middle School Career Day, the Northeast Indiana Regional Science and Engineering Fair, the SciTech Youth Showcase, and five Summer Exploration Camps. Students from 105 elementary, middle, and high schools participated in these events in 2008–09.

The Scholar-Practitioner Center for the Advancement of Educational Leadership and Learning Organizations (www.ipfw.edu/educ/scholar/) is sponsored by the School of Education and links the university and school-based partnerships. The center's main goal is to utilize research to inform decision making and problem solving in school corporation contexts. Examining policies for effectiveness, and authentically contributing to the educational field-base through scholarship is central to the center's mission. Professional development that unites university faculty and school corporations is actively sought. Emanating from the center is the IPFW School of Education's new journal, *scholarlypartnershipsedu*. The goal of the journal is for university and school personnel to unite in coauthorship of themed and nonthemed issues in educational inquiry. This is a peer-reviewed journal whose goal is professional development, particularly in the theory and practice of the everyday life-world of current topical educational issues.

The Appleseed Writing Project, a regional affiliate of the National Writing Project, invites K–16 teachers to participate in an intensive summer institute devoted to the teaching and assessment of writing. The program, cosponsored by the Department of English and Linguistics and the School of Education, also sponsors a fall conference for K–16 teachers of writing.

Transfer Policies and Practices

IPFW's transfer policies, as described below, are supportive of all students and prospective students by enabling them to transfer approved course work from other colleges and universities when applying for admission to IPFW. This, along with the Indiana Core Transfer Library and articulation agreements discussed earlier in this chapter, enables students to easily move among approved institutions of higher learning.

Admission Requirements for IU or Purdue Intercampus Transfer Students. These students, known as “intercampus transfer students,” are classified as either temporary or permanent. Permanent intercampus transfer students are currently attending (or have attended) another IU or Purdue campus and want to transfer permanently to IPFW. These students must submit an Application for Undergraduate Admission, an unofficial transcript from their IU or Purdue campus, and official transcripts from any colleges attended since their enrollment at IU or Purdue. No application fee is due from these students, and permanent intercampus transfer students may be eligible for financial aid. Temporary intercampus transfer students have declared that their intent is to enroll temporarily (most often for a summer session) at IPFW and then return to their home IU or Purdue campus.

Admission for Ivy Tech Transfer Students. These students may be able to transfer many of the credits that they have earned to IPFW. Courses that do not have a direct equivalent transfer as “undistributed” credit and are noted in certain sections as “UNDI,” but they may still apply toward a degree. The Indiana Core Transfer Library (www.transferin.net/CTL) defines the common courses that transfer directly, and other credits transfer as specified by departments or in articulation agreements.

Admission for Other Transfer Students. Degree-seeking transfer students from other colleges or universities must submit the following:

- Application for Undergraduate Admission
- High school transcript or GED scores
- Official transcripts from all colleges attended
- \$50 application fee

Based on data available from IPFW's Office of Institutional Research (www.ipfw.edu/ir/statistical-reports), IPFW's transfer and foreign student enrollment grew 21 percent between 2004 and 2009.

Table 5-5: Transfer and Foreign Student Enrollments

	2004	2009
Intercampus Transfer Students	99	152
Transfer Students	616	769
Foreign Students	214	253
Total	929	1,174

The average age of an IPFW student was 24.6 years, and the ages of students ranged from 14 to 83 during 2009. Ethnically, between 13.8 and 16.2 percent of students at IPFW were classified as non-white in the 2009 statistical report. These and other data indicate that the university environment is supportive of the mobility of learners.

Testimony from Community Leaders

As mentioned earlier, 16 community leaders were interviewed as part of a survey to evaluate IPFW's past, current, and future engagement with the community. The complete report of the interviews and the survey are available in the Resource Room, however some questions and conclusions were extracted from this document and are presented below to summarize how community leaders assessed IPFW engagement. The interviewees included:

- 2 corporate CEOs
- 3 corporate executives
- 4 nonprofit presidents/directors
- 2 educators
- 2 county commissioners
- 3 others

A summary of some results of these interviews follows:

Question: Would you please describe your area(s) of interaction with IPFW and the benefit(s) of the relationship?

The overwhelming majority of those who were interviewed stated that the interactions have been very positive, and the continued use of the services of IPFW shows that this is true.

Question: Did the services received from IPFW exceed your expectations? Why or why not?

Generally, participants were very happy with the quality of the services that they received from IPFW.

Question: In your opinion, what other services could IPFW offer to better meet the needs of the community?

Many businesses and the community in general know that IPFW has a variety of services that are provided to the community. Some participants reported that IPFW is not effectively communicating to community members about how they can use the services. Many interviewees would like to see better advertisement of the programs and services offered to help benefit the community.

Building Bridges Among Diverse Communities

The IPFW Office of Diversity and Multicultural Affairs leads the way in engaging diverse groups throughout the community. Some of the activities within this office include Upward Bound, Twenty-first Century Scholars, and Safe Zone. The office also coordinates its activities with the Diversity Council, Career Services, and the Affirmative Action/Equal Opportunity office. The office works closely with student groups including the Black Collegian Caucus, Hispanos Unidos, United Native American Students, Islamic Student Association, and the International Student Organization. The office actively supports Black History Month, the Great Men Great Women Diversity Breakfast, and other activities supporting the region's diverse population.

Bridges among diverse communities exist throughout the IPFW community. The College of Health and Human Services maintains relationships with over 60 health-related organizations, including major hospitals, medical centers, health departments, Head Start, and others. The Department of Nursing partners with over 50 different agencies to provide clinical sites for nursing students to learn to provide care for a diverse population. In addition, the human services department maintains relationships with many diverse regional organizations including the Boys & Girls Club, Easter Seals ARC of NE IN, Hope House Inc., Park Center, Community Action of Northeast Indiana (CANI), SCAN, Interfaith Hospitality Network of Greater Fort Wayne, Fort Wayne Urban League, Children's Sanctuary, Family Counseling Center, Isaiah Center/Epiphany Lutheran Church, Rescare, Children's Autism Center, Wellspring Interfaith Social Services, The Advocate, Northeast Indiana Area Health Education Center (AHEC), Charis House, and Allen County Sheriff's Office.

Shared Partnerships

Generally, accredited programs must have advisory boards that provide a connection with organizations that employ graduates of the programs. As mentioned earlier, these advisory boards provide input on curricula and community needs for graduates. An example is the engineering department's advisory board (www.engr.ipfw.edu/advisory), which has representatives from the following companies: Martin Riley Inc., Navistar, Engineering Resources Inc., WaterFurnace International, ITT Industries, INDOT, UnderSea Sensor Systems Inc., Logikos, Raytheon, General Dynamics C4S, General Electric, R. J. Thompson, and New Millennium.

The Division of Continuing Studies provides personal and professional development throughout northeast Indiana through noncredit and credit programs that include on-site training/education, distance learning, off-campus courses, Weekend College, overseas study, and the general studies Associate of Arts and baccalaureate degree programs. This division has more than doubled in its number of offerings and student enrollment during the past 10 years. During the 2007–08 academic year, the division offered 885 noncredit courses and 839 credit courses with a total enrollment of over 28,000 students (www.ipfw.edu/ir/pdfs/Statsprof08-09.pdf).

Maintaining Integrity in the Community

The IPFW Statement on Integrity (available in the Resource Room and at www.ipfw.edu/about/integrity.shtml) follows:

We as a university community are committed to integrity and ethical conduct. We foster an environment that nurtures and supports the complementary concepts of freedom and responsibility. Paramount to our commitment is continued validation and support of the highest ethical standards of equity, fairness, and confidentiality. We respect differences and embrace diversity. We are committed to equitable treatment and mutual respect for all members of the IPFW community. We respect both individual rights and the public interest. We encourage a learning environment in which open and free pursuit of knowledge takes place and individuals share their personal convictions without imposing them on others. Additionally, we embrace the ideal of freedom of expression for faculty, staff, and students in their academic work and as citizens of the university. The professional contributions of all individuals involved are fully and accurately acknowledged.

It is the responsibility of the entire IPFW community to honor the principles of ethics and academic integrity. Students and faculty have the right to expect their work to be assessed on its academic merit. All members of the IPFW community are expected to espouse academic honesty, and every individual is responsible for upholding this expectation. Ethical and honest behavior is required in all actions that support IPFW's academic mission.

IPFW takes its responsibility to the citizens of Indiana seriously, and all faculty, students, and staff of the university will be responsible stewards of the public trust. Working with our community partners, we share knowledge and resources for reciprocal benefit and advancement. IPFW faculty and staff pledge to uphold the highest ethical standards while providing an education of the highest academic quality.

The university has made integrity and the development of personal and professional values a core feature of its educational mission through the Baccalaureate Framework. The university holds faculty, staff, and students accountable for adherence to these standards.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Through collaborations among academic units and university departments, as well as among these units and the community of northeast Indiana, the university continues to be responsive to the diverse needs of these groups. A significant number of outreach efforts are ongoing at IPFW, and departments work diligently to ensure that these programs meet the needs and are valued by the constituencies served. Through feedback from various community advisory boards, along with more traditional metrics of funding and participation levels, IPFW gathers feedback to develop new programs and continually enhance and modify existing program offerings.

Involving the Community in Evaluating University Services

Internal and External Advisory Board Participation. As noted earlier in the chapter, many of the colleges, schools, and academic departments have active community advisory boards, which provide connections to organizations that employ graduates of the programs, gathering feedback and support for the programs offered and assisting in the development of curricular and cocurricular programming. According to the 2008 internal survey, 40 percent of responding departments indicated that they have advisory boards comprised of external community members, with academic units responding at a level of 44 percent. For example, the Richard T. Doermer School of Business and Management Sciences (www.ipfw.edu/bms/about/advisory.shtml) has assembled an advisory board of 42 members, 33 of whom are from the regional business community. Approximately 15 representatives from area healthcare agencies participate as members of a community advisory board for the College of Health and Human Services. Another example is the engineering department's advisory board (www.engr.ipfw.edu/advisory/), which also has representatives from regional corporations such as Navistar, Water Furnace International, ITT Industries, and Raytheon.

In order to get an accurate perception of IPFW from the constituents served in the northeast Indiana community, two separate forms of research were conducted in spring 2009: surveys and personal interviews of external stakeholders. Despite efforts to involve as many constituents as possible to provide feedback regarding IPFW's services to the community, only 43 percent of respondents indicated that they have been asked to provide feedback or evaluation of community outreach programs. While a university does not have to solicit feedback from every constituent, there is room for improvement to gain more constituent involvement in direct feedback processes.

Community Reception of University Services

Available evidence indicates that the university's service programs and its volunteer activities are well received by the community. From the spring 2009 survey, when asked directly how they liked the service programs and volunteer activities provided by IPFW, 89 percent of respondents answered that they are positively satisfied. More specifically, several programs are particularly well received by the community. A sampling is described below:

Volunteer Activities and Service Programs. Student athletes participate in fundraising events including the Fort Wayne Convention and Visitor's Bureau, the Chris Brown Scholarship, and ALS research.

The students participate in programs that include the "Mastodon Stomp" 5K run, the National Soccer Festival, and Spiece Basketball tournaments, which raised over \$30,000 and had a participation level of over 14,000 from the community. The Office of Student Life also participated in the American Red Cross Blood Drive, and the "Stuff the Semi" program that collected 250 lbs. of food for the Community Harvest Food Bank, along with 1,286 personal hygiene packages for Burmese refugees through the Fort Wayne Burmese Advocacy Center.

College of Health and Human Services. The college provides numerous opportunities for students to support various community service organizations, including participation in health fairs, supporting

wellness programs and health screenings, and working in clinics that target underserved populations in the community. Some examples of this outreach include:

- Through health fairs and community activities by dental hygiene students and faculty, over 5,000 residents of northeast Indiana received oral cancer screenings, tobacco cessation programs, and oral healthcare presentations.
- Nursing students from all clinical nursing courses participated in the Healthy Cities Health Fair, providing screenings, flu shots, and other services to 801 clients in 2009.
- Nursing students also participated in the Focus on Health, serving adults and middle school-aged children in health screenings in both spring and fall 2009. A total of 72 students participated each semester serving thousands of adults and children at community sites and in various middle schools in Allen and nearby counties.
- Consumer and Family Sciences (CFS) faculty, along with hospitality and tourism management (HTM) students, had an exhibit on food safety and sanitation at the IPFW Health Fair.
- HTM students volunteered at the Fort Wayne Children's Zoo in their annual fundraising event in June 2007.
- HTM students served the elderly at a local church and the Fort Wayne Rescue Mission, while another student had an internship at the Fort Wayne Rescue Mission.

Workforce Development

Since enhancing the economic development of the northeast Indiana region is one of the strategic goals of the university, IPFW prides itself in its numerous initiatives to address the economic needs of the region. Responses from the community are very positive. When asked if IPFW did a good job in developing workforce for this region, 79 percent of the respondents from the spring 2009 survey indicated that the university has strong educational programs to prepare human capital for the needs of this region. The respondents also thought that IPFW has strong cocurricular activities to develop our students' "soft skills" in the areas of leadership and teamwork.

When asked if IPFW's other initiatives helped the regional economy or not, 80 percent of the respondents indicated that they did. Since most of the respondents are civic and business leaders from the community, the strong positive feedback is a good indicator that IPFW's economic and workforce development activities are valued. To further illustrate the kind of activities in which IPFW engaged, a few examples are highlighted below.

Office of Research and External Support (ORES). Since its inception in 2002, ORES has facilitated a 38 percent increase in research grant and contract activity at IPFW. During the 2007–08 academic year, university grants and contracts had a total value of \$5,324,094, as compared to \$3,850,000 in the 2002–03 academic year. The continuing increase in external funding from federal, state, and private sources attests to the value placed upon the academic research, student support, and community service activity by IPFW faculty and staff. During the most recent year, funding was received from NSF, U.S. Department of Education, U.S. SBA, U.S. Department of Health and Human Services, Indiana Department of Health, Indiana Department of Natural Resources, Indiana Department of Transportation, and 42 different private sources.

Centers of Excellence. Through ORES, a total of 16 Centers of Excellence (www.ipfw.edu/ores/centers) provide outreach and engagement opportunities to the northeast Indiana community through faculty research expertise, experiential learning opportunities for students, and multidisciplinary collaboration for external projects. Two centers have been recently created to support the regional defense electronics companies, a key industry cluster in northeast Indiana.

The Center of Excellence in Systems Engineering (ICESE) was created through a collaboration of six companies, including ITT Communications Systems, Raytheon Net Centric Systems, General Dynamics C4 Systems, and Northrop Grumman Electronic Systems, that committed \$405,000 in start-up funding, matched by the Lilly Endowment to establish the center. This center provides graduate-level systems engineering education to regional industrial professionals. Last year, 66 students enrolled in a systems

engineering course, with roughly 80 percent of those students employed in either the defense/aerospace or automotive industries. In addition, ICESE offers half-day symposia on current topics in systems engineering. In 2008, more than 90 engineers attended at least one of the three symposia.

In 2008, the Wireless Technology Center was launched through a donation of \$1.25 million from the community and is an important resource for the wireless communications industry in Fort Wayne. The WTC is conducting research and offering advanced courses in modern wireless systems. It is organizing the Fort Wayne Wireless Summer School, a symposium devoted to advanced wireless technology in addition to providing advanced education in RF Communication associated with a \$200,000 grant from ITT Communication Systems, a local defense contractor.

Office of University Engagement. The necessity of developing a formal structure to connect the needs of the northeast Indiana community with the resources of IPFW, Indiana University, and Purdue University was evident in 2005. The three institutions, along with representatives of the regional business community, including the Northeast Indiana Innovation Center (the region's business incubator), the Northeast Indiana Corporate Council, and the Fort Wayne-Alen County Economic Development Alliance, created the partnership to facilitate access by regional businesses, business groups, and nonprofit agencies to collaborations in the following areas: research capabilities; intellectual property; technical assistance and faculty expertise; seminars, conferences, and networking opportunities; continuing education and corporate training; and internships and cooperative education programs.

During the four years since the office launch (January 2006–December 2009), 334 business organizations have contacted or been referred to the office, with a 43 percent success rate of making meaningful collaborations matching higher education resources to industry needs in one of the five areas listed above. A number of the organizations involved with the Office of Engagement have taken advantage of multiple opportunities to connect with one or more of the three education partners. The accomplishments of the office were described earlier in this chapter.

Opportunity for Indiana Business Plan Competition. The IPFW Office of University Engagement, Purdue University, and the Northeast Indiana Innovation Center cohosted this program for five years. Originally funded through a three-year statewide grant by the Lilly Endowment, the success of the program led to a continuation of the regional program hosted by IPFW and sponsored by the Lincoln Financial Foundation for two additional years. This competition provided opportunities for regional entrepreneurs of all ages to learn about entrepreneurship through a series of workshops and develop a business plan to compete for a prize package of cash and in-kind donations. Throughout its five-year history, over \$200,000 in funding support from foundations supported a number of successful start-up businesses such as Schwartz Biomedical, Zoom Information Systems, Trust Bearer Labs, and Solstice Medical.

Community Research Institute (CRI). CRI has been one of IPFW's commitments to the growth and development of northeast Indiana for the past 25 years. As part of the Division of Public and Environmental Affairs, the institute serves as one of the portals linking the academic expertise at IPFW with the needs of the public and nonprofit sectors in northeast Indiana. This institute provides research and analytical support in the areas of socioeconomic data, urban planning, municipal finance, public policy, and economic development. Multiple projects have been completed by CRI for northeast Indiana economic development, nonprofits, foundations, and local government organizations. CRI was the principal author of the regional strategic economic development plan, "Building a Twenty-first Century Economy in Northeast Indiana," which was prepared for the Northeast Indiana Regional Partnership, and has been involved in the initiation of cluster-based economic development in the region.

Richard T. Doermer School of Business and Management Sciences (DSBMS). With its mission to enhance the economic development of the northeast Indiana region, DSBMS has launched Strategic Skills Initiatives in the areas of radio frequency identification, advanced manufacturing, logistics, and information technology. Through conferences, workshops, special presentations, implementation studies, and course work, the school provided education and training for more than 1,500 participants to advance the technological skills of the local labor force needed by the industrial clusters of the region.

Partnering with the Greater Fort Wayne Chamber of Commerce, Junior Achievement, and Invent Tomorrow, the school held technology and entrepreneurship boot camps for more than 500 high school students, teachers, and counselors. The purpose of the boot camps was to provide the participants an intensive hands-on experience that connected them with high-profile sectors of the northeast Indiana economy. The school was able to facilitate this program through its Institute of Business Enterprise Systems and Technology (BEST) led by Continuing Lecturer Rob Palevich to further prepare the next generation of knowledge workers.

Working with the American Society of Pension Professionals and Actuaries (ASPPA), Employee Benefit Research Institute (EBRI), and Lincoln Financial, the school established another institute in spring 2008, the Institute of Pension Plan Management, to serve the education and training needs of pension professionals in the region and in the entire nation.

Finally, through the school's Curriculum Connection initiatives and the partnership with the Indiana Small Business Development Center, about 350 businesses in the region received assistance on business plan development, marketing research, operations management, and strategic management from student consulting projects supervised by faculty and local consultants.

TOPS Program. In 2009, IPFW was awarded \$4.5 million as part of the \$20 million "Talent Opportunity Success 2015" (TOPS) program funded by the Lilly Endowment. This regional program is designed to develop education, talent, and training initiatives in northeast Indiana to educate workers for the critical defense, aerospace, and advanced manufacturing industry clusters. Through this funding, IPFW's Centers of Excellence in Systems Engineering and Wireless Communications were expanded to better serve the emerging needs of these regional industries. This expansion included the addition of associate directors for both centers and the creation of three dedicated laboratories.

Japanese Saturday School. In partnership with the Fort Wayne-Allen County Economic Development Alliance, a school to help children of Japanese nationals working in the region keep pace with their former peers in Japan was launched in 2006. This program was developed to serve school-age children of Japanese workers posted to U.S. operations of Japanese companies, adult workers, and their family members. This program had 21 students enrolled in 2006, with enrollment increasing by 42 percent to 37 students in 2007.

Community Participation in IPFW Activities

One of the questions in the spring 2009 survey asked the respondents how often they participated in IPFW-related activities. The responses were very encouraging. Almost all of them (96 percent) indicated that they have participated in IPFW-sponsored activities. In fact, 41 percent indicated that they have regularly participated in university events. Such a high frequency of regular patronage speaks well about the value of university events for the community. A sample of public events mentioned by these external constituents include:

Omnibus Lecture Series. The Omnibus Lecture Series (www.omnibuslectures.org) is a program that is designed to present diverse ideas through educated, respected, and entertaining speakers for the university community and residents of northeast Indiana. The program, which began in 1995 and is currently in its 14th year, has featured such notable presenters as James Earl Jones, Robert F. Kennedy Jr., Ralph Nader, John Updike, Hal Holbrook, Eugene Robinson, and Sandra Day O'Connor. The program has six speakers scheduled each year with an average attendance that has grown to more than 1,000. The series has had a steady interest since its inception and attracted larger audiences since it moved to the Auer Auditorium in the Rhinehart Music Center.

Lifelong Summer Sessions Program. The Division of Continuing Studies has expanded programming for retired and seasoned learners through the Lifelong Summer Sessions program. Seven courses were offered with 429 enrolled in 2007, as compared to 45 enrolled in seven courses in 2006 — an enrollment increase of 853 percent. Additionally, a \$500 grant was secured through the Council on Senior Services to provide the Senior SAFE program in 2008.

Tapestry: A Day for Women. This program, held annually since 2002, brought together over 1,400 women from northeast Indiana in 2009 for a day of educational, motivational, and inspirational activities

especially designed for women. Keynote speakers such as Erin Brokovich, Marie Osmond, and Patty Duke have headlined the program that also includes a trade show and educational breakout sessions. The program has grown in attendance from 400 in its inaugural year. In 2008, two women received full-year scholarships to IPFW's College of Health and Human Services. In total, 17 women have received scholarships as a result of Tapestry: A Day for Women.

Northeast Indiana Regional Manufacturing Summit. The IPFW Office of University Engagement, the Center for Advanced Manufacturing at Purdue University, and other regional partners have presented two one-day programs (one in 2006 and one in 2008) targeted at the advanced manufacturing sector of the northeast Indiana economy. These programs, hosted and cosponsored by IPFW, had attendance of over 100 people each time. Presentations on economic topics and manufacturing competitiveness, as well as case studies of successful companies, were designed to enhance the competitive positions of businesses in a key sector of northeast Indiana's economy.

Facilities Use by the Community

The second strategic goal of the university is to make IPFW a friendly and inclusive place for all the constituents of the university, including the outside community. IPFW, therefore, makes conscious efforts to ensure that the university's facilities are available to, and used by, the community. Responses from the spring 2009 survey confirm IPFW's efforts. Among all the respondents, 86.5 percent agreed that IPFW's facilities are made available to the public. In response to another question, the respondents indicated the likelihood of using various facilities of the campus. Walb Student Union received the most responses with 57.9 percent. Rhinehart Music Center was next with 43.4 percent, and the Engineering, Technology, and Computer Science Building was next with 31.6 percent. The other choices, Gates Sports Center, Helmke Library, and Williams Theatre, all received responses around 20 percent. This question also included an "other" choice, which received 10.5 percent of responses and included write-in responses such as Fine Arts Building, Holiday Inn, NIIC, and Kettler Hall. The following narratives give some examples of how university facilities are used by the community.

IPFW offers **summer camp opportunities** for K–12 students through Athletics, the College of Visual and Performing Arts, and the Outreach Office in the College of Engineering, Technology, and Computer Science. These programs offer recreational and educational opportunities in areas as diverse as theatre, music, engineering, science, and various sports.

Community Arts Academy has offered programs for both vocal and instrumental music as well as theatre arts. This program has had over 750 students participate in an average of 25 classes per semester (fall, spring, and summer), attracting students from school districts throughout the 11-county service area. A new partnership has been formed with Title I schools in Allen County to bring the arts and performing arts to underserved youth in the community.

The **athletics program** offers summer basketball, volleyball, and soccer camp experiences to middle and high school students annually. These programs provide an opportunity for over 600 students to participate in programs to enhance their athletic skills.

IPFW School of Health Sciences and Parkview Health Systems collaborate to offer **Health Careers Summer Day Camp**. This is a four-day intensive and interactive learning environment hosted at IPFW and Parkview hospitals, which provides campers comprehensive information on health careers.

The ETCS Outreach Office offers programs to engage and challenge K–12 students through hands-on activities fostering awareness and interest in STEM subjects (science, technology, engineering, and math). Through competitions, seminars, and workshops, students are introduced to the world of engineering and technology. Programs offered through this office are Engineers' Week Bridge Building Contest, FIRST Lego League, Indiana Regional Future City Competition, Middle School Career Day, the Northeast Indiana Regional Science and Engineering Fair, the SciTech Youth Showcase, and five Summer Exploration Camps. During the 2008–09 academic year, 105 elementary, middle, and high schools were represented in these events with a total of 2,163 students, 685 adult volunteers, and 995 observers.

Co-located Community Organizations. IPFW provides facilities to nonprofit community organizations to meet office space, operational, and programming needs. Groups as diverse as the Fort Wayne Philharmonic, FAME, Fort Wayne Children's Choir, Fort Wayne Area Community Band, Unity Performing Arts Foundation, Northeast Indiana Small Business Development Center, and Leadership Fort Wayne are examples.

Community Arts and Music Programs. IPFW's College of Visual and Performing Arts enhances artistic outreach to the community in support of the overall goal of improving the quality of life in the community. During 2007–08, VPA hosted 34 theatre performances of six productions, 32 music performances, and frequent gallery exhibitions, many of which utilized the new state-of-the-art Rhinehart Music Center. More than 8,000 members of the IPFW and northeast Indiana community attended these events.

Athletic Events. IPFW offers seven men's and nine women's intercollegiate athletic programs to the northeast Indiana community. Since moving to Division I in fall 2001 and joining the Summit League in July 2007, IPFW has hosted 125 home sporting events. All IPFW home men's basketball games are held in the Allen County Memorial Coliseum.

Continuing Education for Licensed Professionals

IPFW's performance in providing programs for licensed professionals is rated highly by the professional community. Results from the spring 2009 community survey indicated that 90.6 percent of the respondents believed the university provided the needed programs for the continuing education of licensed professionals in the region. These programs are primarily organized through the efforts of the Division of Continuing Studies (DCS) in collaboration with academic units.

DCS provides personal and professional development throughout northeast Indiana through noncredit and credit programs that include on-site corporate training, distance learning, off-campus courses, Weekend College, overseas study, and the general studies degree programs. The division also offered a number of opportunities in support of professional organizations in the regional service area.

Over the past four years, professional development enrollments in DCS have increased 16 percent (see Table 5-6), with expanded partnerships and demand for certifications and licensure in the northeast Indiana region. DCS works with regional, state, and national professional organizations to gain appropriate approvals, ensuring that training meets the standards of the profession and qualifies participants to sit for the certification exams or relicensing. Programs are offered in a variety of formats and locations. The Pension Planning preparation courses have an option for Webcast instruction that was developed at IPFW and is streamed on-demand nationally through the American Society for Pension Professionals and Actuaries' (ASPPA). A sample of professional groups served and recent programs are listed below.

Table 5-6: Enrollment in Professional Development, 2006–09

2006	2007	2008	2009	% change
8,761	9,032	9,844	10,201	16%

Licensed Professionals' Certification and Preparatory Programs

HR Professionals: Society for Human Resource Management Learning System

HR Professionals: Essentials of Human Resources

CPAs: Annual Tax Schools

CPAs: Forensic Accounting

CPAs: Small Business Strategies and Success

APICS: Production and Inventory Control

Engineers: Systems Engineering Certification

Quality Engineering Certification

Project Manager Certification
Pension Professionals: Certification Prep
Nurses: Many Faces of Healthcare
Nurses: IV Workshops
Mental Health Professionals: Disaster Mental Health Crisis Response
Mental Health Professionals: Psychological First Aid
Mental Health Professionals: Applied Suicide Intervention Skills
Psychologists: Can't Live With You (APA) Program
Psychologists: Understanding Addictive Behaviors
Dieticians: Raising a Healthy Eater
Fitness Instructors: Energizing the Mind and Body
Master Gardeners: Gardening Courses Tutors
Tutors: Early Childhood Alliance Training Program
Early Childhood Alliance Training Program & Reality Spanish

IPFW has been in the forefront of providing continuing education for K–16 teachers. Some examples follow:

A total of \$170,850 in external grants paid for 141 educators to attend IPFW-sponsored teacher workshops in 2007.

During 2008, 405 northeast Indiana teachers enrolled in IPFW courses, with the majority of them having the purpose of license renewal.

IPFW's School of Education hosted its third license renewal event, welcoming over 40 area teachers with questions about the license renewal process.

Spring 2008 completed the full academic year courses for the grant agreement with the Allen County Education Partnership for elementary school teachers. This third year enrolled 77 teachers for the 6-credit-hour graduate course.

Specific relicensure courses for K–12 educators have included:

4-MAT: Teaching to Support Learning Styles
21st Century Technology for Educators
Classroom Management: Choice Theory
Evaluation of Classroom Behavior
Fostering Geometry and Measurement Thinking in Grades 6–10
Leadership in the Arts
Appleseed Writing Project
Balanced Literacy
Computer Camp
Energy, Economics, and the Environment
WebQuest Connections for K–12 Classroom

Summary

Strengths

- IPFW is deeply engaged with its various constituencies in the external community.
- IPFW is the primary source of higher education, continuing education, and cultural programming in the northeast Indiana region.

- The Office of University Engagement provides the structure to connect the needs of the northeast Indiana community with the resources of IPFW, Indiana University, and Purdue University.
- The spring 2009 survey indicated that the northeast Indiana community values the services provided by IPFW. About 93 percent of the civic and business leaders surveyed indicated that their organization/ community benefited from IPFW programs such as continuing education, outreach engagement, or customized training.
- The IPFW Division of Continuing Studies offers a variety of educational opportunities to serve the needs of northeast Indiana, and the value of these programs is demonstrated through growing enrollments.

Challenges and Opportunities

- Evaluation processes for community engagement tend to be more informal than formal. The incorporation of more formal evaluation programs targeted at specific community engagement activities would facilitate an evaluation of the impact of the programs, enhancing the university's ability to modify programs to increase their effectiveness.
- The spring 2009 survey indicated that 74 percent of the respondents are positively satisfied with IPFW community services. This leaves 26 percent yet to be satisfied and room for continuous improvement.
- Several other improvements were suggested by the spring 2009 survey respondents. These include:
 - Improved communication with the community via e-mails and newsletters
 - More internships
 - Additional master's and doctoral programs
 - Improved marketing for sports and cultural events
 - Expanding alumni services
 - Recruiting more minorities as students and staff
- Challenges remain as the university attempts to muster its limited resources to meet regional needs. It is important to develop processes to prioritize the use of resources to meet these needs and to identify other sources of program funding.

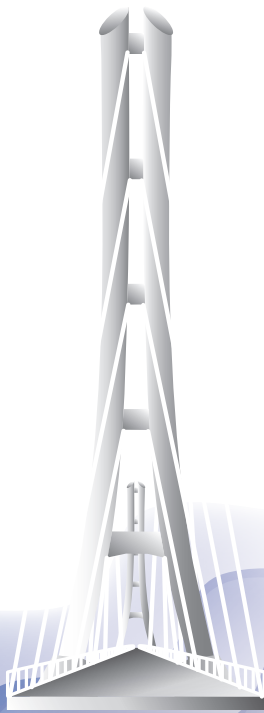
Conclusion

From contributions to the quality of life in the community through arts and athletic programs, to economic and workforce development programs, and with community support through volunteer and service learning projects, IPFW is well-integrated into the community as northeast Indiana's regional public university. Businesses, community organizations, nonprofits, and the community-at-large all value the academic programs, services, and facilities that the university provides. Collaborations and partnerships have resulted in mutually beneficial relationships for the university and northeast Indiana. IPFW is a connected organization that has integrated those connections into every aspect of its activities. As part of this commitment, IPFW is currently preparing an application to seek the Carnegie Elective Classification for Community Engagement. The campus plans to submit its application to the Carnegie Foundation in fall 2010.

As a future-oriented organization, IPFW uses the strategic planning process to meet the needs of northeast Indiana. The university has regular, ongoing processes for identifying emerging needs through advisory councils, internships and similar placements, faculty/staff participation in area nonprofit organizations, and grant/contract projects.

Finally, IPFW is a learning-focused organization as each of its outreach programs and community engagement activities is tied to its academic mission. It is a university committed to fulfilling its distinctive mission and providing continuous improvement of its programs and services.

Chapter 6: Federal Compliance



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Indiana University–Purdue University Fort Wayne

CHAPTER 6

Federal Compliance

Information in this chapter has been developed using the HLC Federal Compliance Guide for 2009–10 and those sets of federal regulations related to the Higher Education Opportunity Act of 2008, as amended by the Higher Education Technical Corrections Law of 2009, that have been released as either proposed or final. Updates to this chapter, and to the university's compliance strategies, will be made as additional final regulations are released.

Introduction

Indiana University–Purdue University Fort Wayne is committed to operating in compliance with federal laws and regulations, as well as with state laws and regulations. The university monitors both federal and state legislative and administrative actions and develops implementation plans accordingly. The university has important sources of support in these efforts, including notices from various professional associations, the HLC, higher education publications, and related offices in the IU and Purdue systems.

The information presented in this section of the self-study report is divided into three broad areas: disclosure, reporting, and compliance. Disclosure requirements describe information that the university must make available to current and prospective students, or to others, and which is generally treated as making the information public. Reporting requirements describe information that must be provided to the U.S. Department of Education or other agencies. There is sometimes overlap between disclosure and reporting requirements. Compliance requirements define policies and practices that the university is required to establish and sometimes define specific expectations for these policies and practices. In turn, the university is frequently required to provide assurances that its policies and practices comply with the applicable laws and regulations.

This chapter generally does not address compliance in operations. The university's operations are designed to be compliant with related regulations and legal obligations. Information about disclosures, reporting requirements, and compliance requirements is generally addressed at the level of the topic, without reference to the related details.

Significant amounts of information in this chapter have been developed using the guidance provided by the National Postsecondary Education Cooperative in the updated edition of the report "Information Required to be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination" that was released in November 2009. Compliance guides from various other professional associations were also referenced, along with the related federal regulations.

Note: Entries with a notation of DM are included in a direct mailing to students and employees in addition to the public posting of the information on a Web site.

Disclosure

Institutional General Information

IPFW's process for disseminating general institutional information has been designed to satisfy federal requirements (FERPA, *Student Right to Know Act*, Title IV regulations, etc.) in providing information to current and prospective students and parents and to the public. Topics are highlighted below, and the Web site for the information is also shown.

Designated Representatives for Providing Information DM

IPFW has designated the Office of Financial Aid and Scholarships as the office that students should contact for more information about financial aid programs. This designation is included in the annual notice and also publicly announced at

www.ipfw.edu/registrar/consumer/

Similarly, the Office of the Registrar has been designated to provide general institutional information, and this disclosure is also publicly announced at

www.ipfw.edu/registrar/consumer/

Financial Aid Information DM

IPFW provides information about available federal, state, and other financial aid programs through the annual notice and publicly at

<http://new.ipfw.edu/financial/aid-sources/>

The university describes the steps involved in applying for aid, accepting offers of aid, and the requirements, terms and conditions, and responsibilities related to receiving aid at

<http://new.ipfw.edu/financial/basics.>

The university's public notice that students participating in study abroad programs are eligible for financial aid is published at

www.ipfw.edu/registrar/consumer/

Satisfactory Academic Progress

The university has established policies for satisfactory academic progress and has made these policies publicly available at

<http://new.ipfw.edu/financial/policy/sap.html>.

Financial Aid Award Information

Information about average grant and loan awards is provided on the College Navigator Web site at

<http://nces.ed.gov/collegenavigator/?id=151102>

Financial Aid Penalties for Drug Law Violations DM

The financial aid Web site does not currently include the required notice that conviction of a drug offense during enrollment will result in loss of eligibility for federal aid and notice to any student who loses eligibility of the conditions for regaining eligibility. These items must be distributed directly to enrolled students. This information will be added to the Web site and the annual notice.

Attendance Policies

The attendance policy is an academic regulation that is published at

www.ipfw.edu/senate/acadregs.htm#ARTICLE3_10

and is shown below:

Every student is expected to attend every meeting of the classes for which the student is enrolled. Work missed during absences may be made up with the instructor's permission. At the beginning of the academic session, each instructor shall make a clear statement to all students regarding the instructor's policy for handling absences. Any student who discontinues class attendance and does not meet course requirements shall receive a grade of F for unauthorized withdrawal.

FERPA Notice DM

IPFW's FERPA notice is included in the annual notice and is publicly available at

www.ipfw.edu/registrar/consumer/

The university's policy on release of student information is also published in the *Undergraduate Bulletin* and *Graduate Bulletin* at

Undergraduate: <http://bulletin.ipfw.edu/content.php?catoid=19&navoid=487#Release>

Graduate: http://bulletin.ipfw.edu/content.php?catoid=18&navoid=464#Rele_of_stud_info

Special Facilities and Services Available to Students with Disabilities

The Services for Students with Disabilities office is the university's point of coordination of these services, including services for students with intellectual disabilities. Special facilities and services are described at

www.ipfw.edu/ssd/graphics-version/services.shtml

The public notice of facilities and services available to students with disabilities is provided at

www.ipfw.edu/registrar/consumer/

Student Body Diversity and Geographic Origin

The diversity and geographic origin of the student body is reported in institutional enrollment reports at

www.ipfw.edu/ir/statistical-reports/default.shtml

The information is also available on the College Navigator Web site at

<http://nces.ed.gov/collegenavigator/?id=151102>

Cost of Attendance

The cost of attendance includes (i) tuition and fees, (ii) books and supplies, (iii) estimates of typical student room and board costs or typical commuting costs, and (iv) any additional cost of the program in which the student is enrolled or expresses a specific interest. Cost of attendance information is publicly available at

(undergraduate) http://new.ipfw.edu/financial/basics/docs/1011_COA_undergrad.pdf

(graduate) http://new.ipfw.edu/financial/basics/docs/1011_COA_grad.pdf

The only program that has a unique tuition and fee rate is the Accelerated MBA program. Costs for that program are shown at

www.ipfw.edu/bms/mba/accelerated/finaid/fees.shtml

The university has special fee rates for distance education and school-based program courses. These fee schedules are disclosed at

Distance Education: www.ipfw.edu/dcs/credit/tuition.shtml#distance

School-Based Programs: www.ipfw.edu/cconnect/fees

Net Price Calculator

IPFW will post a Net Price Calculator on its Web site before the November 2011 deadline.

(Forthcoming)

Refund Policy

The university's refund policy is published in the *Schedule of Classes* and the *Bulletins*. The information is also available at

<http://new.ipfw.edu/financial/payments-refunds/refund-of-fees.html>

Withdrawing from the University

The requirements for officially withdrawing from a class or from the university are described at

www.ipfw.edu/registrar/policies/registration.shtml

The impact of withdrawing from the university on a student's financial aid is described at

www.ipfw.edu/financial/policy

The impact of withdrawing from the university on students who live in Student Housing is described in materials signed at the time of leasing the housing unit.

Textbook Information

Textbook information will be a new category of disclosure for fall 2010. It includes required and recommended textbooks and supplemental materials, with ISBN number (if known), retail price, author, title, publisher, and copyright date. The information will be presented as an enhancement to the IPFW Bookstore Web site, based on textbook information provided by IPFW faculty, at

www.bkstr.com/CategoryDisplay/10001-9604-10185-1?demoKey=d

The published *Schedule of Classes* includes the Web address of the Internet schedule, which is

https://prodoasis.ipfw.edu/pls/PROD/xhwschedule/p_selectsubject

Academic Programs

The academic programs offered by IPFW are listed and described in the *Bulletins* at

Undergraduate: <http://bulletin.ipfw.edu/content.php?catoid=19&navoid=484>

Graduate: <http://bulletin.ipfw.edu/content.php?catoid=18&navoid=467>

Noncredit instructional programs are described at

www.ipfw.edu/dcs/

The instructional, laboratory, and other physical plant facilities that relate to the academic program are described at

www.ipfw.edu/ir/consumer/

The university's technology resources are described

for students at www.its.ipfw.edu/students/

and for faculty and staff at www.its.ipfw.edu/facstaff/

The faculty and other instructional personnel are listed in the *Bulletins* at

Undergraduate: <http://bulletin.ipfw.edu/content.php?catoid=19&navoid=497>

Graduate: <http://bulletin.ipfw.edu/content.php?catoid=18&navoid=469>

The university has not declared any formal plans for improving the academic program of the institution. If such formal plans are established, they will be made publicly available as required.

Transfer of Credit Policies

IPFW policies related to transfer of credit are published at

<http://webcms.ipfw.edu/admissions/transfer-credits/>

and in the *Bulletins* at

Undergraduate: http://bulletin.ipfw.edu/content.php?catoid=19&navoid=487#Transfer_Credit

Graduate: <http://bulletin.ipfw.edu/content.php?catoid=18&navoid=464#admi>

IPFW also provides information about the transfer of courses that are included in the Indiana Core Transfer Library through the CTL Web site at

www.transferin.net/index.aspx

Additional information about articulation agreements, consortia, contracts, and dual degree programs is available at

www.ipfw.edu/ir/consumer/transfer.shtml

Accreditation Information

The university discloses its accreditation status with the HLC through its Web page

www.ipfw.edu/ir/accreditation/

and lists its professional program accreditations on this same page. This same page provides the public notice that a copy of the related documents is available for review in the Office of Institutional Research and Analysis or in the office of the academic department offering the accredited program.

The university's HLC accreditation is also cited in the *Bulletins* at

Undergraduate: <http://bulletin.ipfw.edu/content.php?catoid=19&navoid=481>

Graduate: <http://bulletin.ipfw.edu/content.php?catoid=18&navoid=461>

and in various other publications.

The Department of Theatre is a candidate for accreditation from the National Association of Schools of Theatre. The site visit has taken place, a positive Visitor's Report was received in April 2010, and the association is scheduled to consider the university's application for accreditation in March 2011.

IPFW has also earned accreditation from the Association for Assessment and Accreditation of Laboratory Animal Care for its animal care facility. Information about the association is available at

www.aaalac.org/

Copyright Infringement DM

IPFW faculty, staff, and students are subject to the provisions of the copyright policies of Purdue University. These policies are publicly available at

www.purdue.edu/securepurdue/copyrightpolicies.cfm

Purdue University's University Copyright Office also provides extensive information about copyright through its Web site at

www.lib.purdue.edu/uco/Resources/campus.html

The Helmke Library also provides extensive information about copyrights, fair use, the TEACH Act, and related topics at

www.lib.ipfw.edu/1070.0.html

The Purdue University Web sites include all of the required disclosures, and the IPFW Web site and the *Student Handbook* will be updated to include reference to these sites.

The IPFW Code of Student Rights, Responsibilities, and Conduct describes disciplinary actions related to copyright violation. The code is published in the *Bulletins* and is publicly available at

Undergraduate: <http://bulletin.ipfw.edu/content.php?catoid=19&navoid=487#Code>

Graduate: http://bulletin.ipfw.edu/content.php?catoid=18&navoid=464#ipfw_code_of_stud_righ_resp_and_cond

Teacher Preparation Program Report

The university provides the required report about its teacher education programs to the Department of Education and makes this report available to the general public. The IPFW report is available at

www.ipfw.edu/educ/assets/documents/Title2_report_2007_08.pdf

The U.S. Department of Education makes state-level Title II reports available to the public at

<https://title2.ed.gov/view.asp>

Drug and Alcohol Abuse Prevention Policy Review

The university has completed its biennial review of its drug and alcohol abuse prevention policy effectiveness.

The Drug Free Schools and Community Act report includes the numbers of drug- and alcohol-related violations and fatalities, the number and types of sanctions imposed, and conclusions about the consistent enforcement of sanctions. The report is available on request to the public and to the Department of Education, and the university has made the report public through the Dean of Students Web site at

[www.ipfw.edu/dos/Reports/DFSCA%20Report%20\(2009-10\).pdf](http://www.ipfw.edu/dos/Reports/DFSCA%20Report%20(2009-10).pdf)

Vaccinations Policy

IPFW's vaccination policy is disclosed at

www.ipfw.edu/ir/consumer/

There are some degree programs that do have vaccination requirements, and these requirements are disclosed in departmental materials.

Annual Security Report DM

The IPFW Annual Security Report is prepared and disseminated to students and employees using procedures designed to meet federal requirements. The report is publicly available at

www.ipfw.edu/police/reports/IPFW_Current_Annual.pdf

The report includes crime statistics and policy information encouraging timely reporting of all crimes to the campus police and information about crime prevention programs, Clery Act and other investigatory procedures, security awareness, personal safety, responses to active shooter situations, emergency preparedness, and the emergency notification system. The report also provides notice of the university's processes for issuing "timely warnings." It also provides drug and alcohol prevention information, as required by Public Law 101-226, and contact information for health and safety agencies and offices. The report also serves as the university's report on drug and alcohol policies. Most recently, the report has been expanded to include the required information related to fire safety and information relating to processes for reporting missing persons. The report is also available in paper form on request.

The 2010 edition of the report will include the required additional information related to emergency response and evacuation procedures, missing student notification procedures and confidential emergency contacts, testing of the emergency response and evacuation procedures and documentation of these tests, fire statistics and publicly accessible fire log, fire safety system descriptions, fire-related policies for student housing, student housing evacuation policies, and a statement of the enforcement authority of campus police, of their relationships with area police agencies, and of their agreements with area police agencies. The 2010 edition will also include the additional crime and category information required by the HEOA.

The university will make reference to the updated *Handbook for Campus Crime Reporting* in making the required amendments to its crime reports.

Graduation and Retention Rates DM

IPFW's graduation and retention rates are available on the College Navigator Web site at
<http://nces.ed.gov/collegenavigator/?id=151102>

The information is disaggregated by gender and by each major racial and ethnic group. It will be updated, as required by the HEOA, to incorporate the new requirements to provide disaggregated graduation rates by recipients of a Federal Pell Grant, by non-Pell recipients of a loan made under part B or D (other than a loan made under section 428H or a Federal Direct Unsubsidized Stafford Loan), and by non-Pell, non-loan recipients.

Athletics Program Participation and Graduation Rates DM

IPFW athletics participation and graduation rates are published by the NCAA at
www.ncaa.org/wps/portal

The university provides this information to prospective student athletes. The NCAA's processes satisfy the requirements for disclosure of graduation rate information to the prospective student athlete's parents and their high school coach and guidance counselor.

Placement and Employment Information

Information about types of employment obtained by graduates of the university's degree and certificate programs is available at

www.ipfw.edu/ir/consumer/

Graduate and Professional School Information

Information about the types of graduate and professional school programs in which IPFW graduates have enrolled is available at

www.ipfw.edu/ir/consumer/

Equity in Athletics Information DM

IPFW complies with the reporting requirements in the Equity in Athletics legislation and regulations. The federal Department of Education makes the report public, and it is available at

<http://opec.ed.gov/athletics/>

As required, the university includes notice of the availability of the report in the annual mailing to students.

Student Loan Administration

IPFW provides information about annual and aggregate loan limits at

<http://new.ipfw.edu/financial/aid-sources/loans.html>

This site will be updated to reflect the increased loan limits established by the HEOA.

The university provides information about state grant assistance to eligible borrowers at

<http://new.ipfw.edu/financial/aid-sources/grants.html>

The university's other disclosure obligations related to student loans have changed as a result of moving from the FFEL program to the Direct Loan program in July 2010. The federal regulations have not been updated as of May 2010 to reflect this change, and the university will monitor the development of these regulations and take appropriate steps to comply with them. Among the regulations that have become obsolete due to this change are those related to preferred lender arrangements, the student loan code of conduct, and use of the NSLDS service.

Private Education Loan Disclosures to Students

The university provides the required disclosures to prospective borrowers, including the information published by the U.S. Department of Education, information required under the Truth in Lending Act, and the possibility that the prospective borrower may qualify for Title IV aid and may qualify for more favorable loan terms. The information is provided at

<http://new.ipfw.edu/financial/aid-sources/loans.html>

Borrowers also receive the required notice that loan information will be reported to the NSLDS and will be accessed by those involved in administering the loan repayment process. This information is currently being developed and prepared for distribution.

Student Loan Deferments and Cancellations for Performed Services

The university provides the required disclosures about deferments for service in the Peace Corps, under the Domestic Volunteer Service Act of 1973, or comparable volunteer services for a tax-exempt organization in community service at

www.ipfw.edu/registrar/consumer.

The university is also aware of the expansion of the loan-cancellation regulations to include some teachers, law enforcement or corrections officers in the federal public defender and community defender organizations, some public service workers, faculty at tribal colleges, some librarians, some speech-language pathologists, and some military service veterans. This information is currently being developed and prepared for distribution.

Student Activities

The university provides the required disclosure about student activities at

www.ipfw.edu/stulife/

This information is also disclosed on the College Navigator site at

<http://nces.ed.gov/collegenavigator/?id=151102>

Career and Placement Services

The university provides the required disclosure about career and placement services at

www.ipfw.edu/career/

Voter Registration DM

The university provides voter registration forms electronically at

www.ipfw.edu/registrar/services/voter.shtml

and at various locations on the campus. The voter registration notice to enrolled students is transmitted as a separate notice, as required by the regulations.

Reporting

IPEDS Reports

The university completes all parts of the IPEDS reporting cycle each year. The institution's reports include the information that is used, in turn, by the Department of Education for publication of information about the university on the College Navigator Web site. IPFW information is available at

<http://nces.ed.gov/collegenavigator/?id=151102>

The university is aware of the upcoming expansions of IPEDS reporting in support of HEOA requirements for further enhancements to the College Navigator Web site.

Equity in Athletics Report *DM*

The university submits the federal version of the EADA report to the Department of Education each year. The information is made public by the Department of Education at

<http://ope.ed.gov/athletics/>

Notice of the availability of the report is also provided to students in the annual notice.

Teacher Preparation Program Report

The university submits the annual Teacher Preparation Program Report to the Indiana Department of Education. In turn, the state provides a compiled report to the U.S. Department of Education. The university also makes its report publicly available at

www.ipfw.edu/educ/assets/documents/Title2_report_2007_08.pdf

Compliance

Credits, Program Length, and Tuition

The university defines its certificate and degree requirements in terms of semester credit hours, and its assignment of credit hour values generally follows the traditional Carnegie unit definitions. Thus, one weekly hour of study in a classroom context, or two–three weekly hours in a laboratory context, equates to one semester credit hour.

The university's academic regulations

www.ipfw.edu/senate/acadregs.htm#content10_0

require an associate degree program to include a plan of study of at least 60 credit hours and require a bachelor's degree program to include a plan of study of at least 120 credit hours. These are traditional standards for associate and bachelor's programs throughout higher education. The longest bachelor's programs are in music, requiring as much as 140 credits, and it is common for programs in music to require more than the minimum number of credits. The longest associate degree program is dental hygiene, requiring 26 credits in prerequisite courses, academic performance sufficient to warrant admission in a competitive admission context, and completion of a 61-credit curriculum. Again, programs in this discipline frequently require more than the minimum number of credits for an associate degree.

The university also follows customary practice in establishing degree requirements at the master's degree level, with most programs requiring 30–36 credits at the graduate level. Graduate programs in nursing have slightly higher levels of credit hour requirements, and the programs in counselor education require 54–60 credits. Requirements in these latter examples are related to professional accreditation standards.

The university's requirements for certificate programs, at both the undergraduate and graduate levels, generally include 12–29 credits in the program of study. This pattern reflects both historical practice at the university and a state law that gives the Indiana Commission for Higher Education authority to approve new programs that require one year or more of study.

The university is aware of the HLC standards for substantive change in the credit hour requirements for degree programs. No such change is planned or anticipated.

The university establishes tuition and fee schedules for enrollment in its certificate and degree programs that are based on the level of the program and the state residency of the student. This generates fee schedules for undergraduate and graduate programs and for resident and nonresident students. The university's standards for establishing resident student status are customary for public institutions and are available through the registrar's office, which also administers the process for reclassification from nonresident to resident student status.

Since 1995, the university has generally avoided establishing program-specific tuition and fee schedules, but a separate rates schedule has been established for the new Accelerated MBA program. The standard fee per credit hour for a resident student at the graduate level is \$298.85. The comparable fee for the Accelerated MBA is \$500 per credit hour. The separate fee schedule recognizes the unique costs of offering the program in an accelerated time period. The costs of the program are not unusual when compared to the costs of similar accelerated and executive MBA programs at other universities. The degree requirements are the same for the traditional and the accelerated MBA programs, and the accelerated program has been designed to support the continued accreditation of the bachelor's and master's programs by the AACSB.

The university's published fee schedules do include special rates for some categories of courses. Distance education course fees include a special fee related to services provided to these students. School-Based Programs courses, which are taught in high schools, have a lower-than-normal fee rate in recognition of the role of the high school teacher in these classes.

Changes in Mission or Institutional Characteristics

The university is aware of the federal and HLC requirements related to changes in mission or institutional characteristics. The only such change being considered is the establishment of IPFW's first doctoral program(s). If the university decides to pursue this initiative, appropriate state, HLC, and federal approvals will be sought prior to implementation.

Institutional Records of Student Complaints

Earlier sections of this self-study report have included information about student complaints. The university has a record of seriously considering student complaints that are raised through administrative offices and the Campus Appeals Board. In addition to processes for responding to student complaints, processes are in place for responding to student appeals of grades and of administrative decisions such as residency classification, fee refunds, financial aid awards, etc. Student athletes also can contact the faculty athletics representative and the senior women's administrator for help with concerns related to their participation in intercollegiate athletics.

Transfer Policies

IPFW has established a policy for accepting credit earned at other colleges and universities and publishes this information on the admissions Web site. Generally, credit can be transferred from regionally accredited institutions when completed with a grade of C– or better. Credit earned at other institutions can be considered by the department teaching courses in that discipline, and transfer credit can be awarded. Credit is also awarded for satisfactory performance on Advanced Placement and similar exams.

Advanced Placement information: <http://webcms.ipfw.edu/admissions/transfer-credits/advanced-placement.html>

CLEP information: <http://webcms.ipfw.edu/admissions/transfer-credits/college-level-examination-program.html>

Verification of Student Identity

The university relies on systems of logins and passwords to provide verification of student identity in registration, course activities, and examinations. Some courses use proctored examinations, for which participants must show proof of student identity. The university does monitor emerging technology and the practices of other institutions in its efforts to improve its verification processes.

Title IV Program Administration and Related Responsibilities

The university satisfies the requirements for administration of Title IV federal student aid programs and was recertified for participation in Title IV programs in September 2009. Individual components of these responsibilities are addressed individually in the compliance and disclosure sections of this chapter of this self-study report.

The university is aware of the restrictions on gifts and services provided by a private education loan lender.

The university is also aware of the required reporting to the federal Department of Education related to reimbursement of expenses for service on an advisory board.

The university is aware of its obligation to report to the federal Department of Education any foreign donation to the institution that is greater than \$250,000.

The university is making arrangements to move from the FFEL program to the federal direct loan program as of July 1, 2010, and to comply with emerging laws and regulations. This includes the disclosure requirements for schools participating in the direct loan program.

Title IV Financial Responsibility Requirements

The university's A-133 audit report is available in the Resource Room and online at www.purdue.edu/sps/pdf/A133.pdf

The Department of Education has not raised any concerns about the university's financial management as a result of reviewing the audit materials.

Student Loan Default Rates

The university's student loan default rates are published by the federal Department of Education at www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

The three most recent annual rates are also summarized below:

Fiscal Year 2006–07	7.4%
Fiscal Year 2007–08	5.9%
Fiscal Year 2008–09	4.7%

The Department of Education has not raised any concern about the university's default rates. The university is aware of the changes in the methods used to calculate the cohort default rates and special requirements for institutions with high default rates.

Campus Crime Information and Related Disclosures

The university's policies related to crime prevention, campus safety, and related topics comply with federal requirements. Related disclosures are discussed in the Disclosures section of this chapter. The university also provides the required report to the federal Department of Education, and this federal report is then made public via the College Navigator Web site. IPFW's report is available at

<http://nces.ed.gov/collegenavigator/?id=151102>

Contractual and Consortial Relationships

The university has a contract with Parkview Hospital to provide the clinical portion of the medical technology program. The clinical portion of the program is less than 25 percent of the total degree requirements. The university does not contract with any third-party entity to provide 25 percent or more of any of its academic programs. The university formerly contracted with the Fort Wayne School of Radiography, an accredited school of radiography, to provide the clinical portion of the Associate of Science in Radiography, but this arrangement has been restructured as of 2010–11 to make the faculty regular university appointees and to treat the clinical sites simply as course sites. The university also has some cooperative agreements with other accredited universities, e.g., Purdue University West Lafayette and Calumet. The university does not anticipate entering into any contracts for academic programs with nonaccredited entities in the future.

The university's contract and consorial arrangements are described at

www.ipfw.edu/ir/consumer/

Advertising and Recruitment Materials

The university makes extensive efforts to assure the accuracy of its advertising and recruitment materials. Samples of current materials are available in the Resource Room. The university also describes its programs and services on its Web site (www.ipfw.edu) and reviews this information regularly.

Relationship with Other Accrediting Agencies and State Regulatory Bodies

As reported above, the university discloses its professional program accreditations through the undergraduate and graduate *Bulletins*, the university Web site, and various other publications. IPFW does not have sites in other states or foreign sites, and thus is not subject to requirements for approval in other states or countries. The university has not experienced any adverse action from any accrediting agencies and is aware of its obligations should such action take place.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

The university is developing a plan for public announcement of the HLC site visit and will provide a description of the announcement process and samples of announcement materials. The university is also prepared to address any third-party comments that may be received.

Family Educational Rights and Privacy Act (FERPA)

IPFW has established a policy on release of student information that complies with FERPA regulations. The policy is published in *Schedules of Classes* and university *Bulletins*. The policy was updated in September 2009 to comply with recent changes to the law, and the updated policy is published at

www.ipfw.edu/senate/htmfiles/articleA.htm

Financial Aid Programs

The university describes available federal, state, institutional, and selected outside financial aid programs on the financial aid Web site at

<http://new.ipfw.edu/financial/aid-sources/>

and in various publications.

Textbook Information

IPFW has made arrangements for the HEOA requirement that additional textbook information be made available by July 2010. This expanded information includes ISBNs and retail prices.

Services and Facilities for Students with Disabilities

The university complies with Section 504 of the *Rehabilitation Act of 1973* and *The Americans with Disabilities Act of 1990* (ADA). The office of Services for Students with Disabilities (SSD) coordinates university activities for students, and the office of Human Resources provides comparable services for employees. The university's construction and remodeling projects are also designed to comply with the access standards in these laws. The university campus and other course sites are generally accessible.

Students who have registered with the SSD office can receive priority in course registration and permits for parking in areas reserved for those with disabilities. The university also provides auxiliary aids and services and can arrange for academic adjustments when needed.

The SSD in Walb Student Union has talking and large-display computers, a reading machine, electronic spell checkers, cassette transcription machines, specially adapted cassette recorder/players, Braille equipment, carbonless note-taking paper, and more. Test proctoring is available, and text readers meet with students in the office. Specialized counseling and advising related to disability issues is available from the office staff.

University public events also provide signing services for the hearing impaired.

Readmission of Service Members

The university is aware of its obligation to promptly readmit service members with the same academic status as they had at the time of departure for service, to provide remedial services as needed for the service member to resume study in the same program, and to charge fees during the year of readmission at the same rate as the service member would have paid during the year following departure from the institution.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) rules create a framework to protect the medical privacy of patients and health plan members. In general, HIPAA privacy regulations allow covered healthcare providers and health plans to share information for the purposes of treatment, payment, and healthcare operations. Additional information regarding uses or disclosures of health information is described in the Notices of Privacy Practices. IPFW follows the Purdue University policy for compliance with HIPAA. Additional information is available at

www.purdue.edu/policies/pages/records/vi_2_1.html

In-State Tuition for Armed Services Members, Spouses, and Dependent Children

The university is aware of the requirement that members of the Armed Forces on active duty for more than 30 days, and their spouses and dependent children, may not be charged out-of-state rates for tuition and fees at a public institution in the state where he or she is domiciled or on duty. Further, the right to pay in-state rates continues for as long as the individual remains continually enrolled, regardless of subsequent change of permanent duty station.

Distance Education and Off-Site Program Offerings

The university is aware of its obligations to seek approval for offering 50 percent or more of any degree or certificate program at an off-campus location or via distance education. IPFW has obtained these approvals for the general studies programs and the M.S. in nursing program.

Substantive Change

The university is aware of its obligations under the HLC and federal standards related to substantive change. No substantive changes are being planned, other than planning related to the possible offering of Ed.D. and D.N.P. programs. If the university chooses to proceed with formal degree proposals, appropriate approvals will be sought.

The university is aware of its obligations under the regulations related to teach-out plans. The university does not have any plans that would require the creation of a teach-out plan, and regulations would be reviewed if the university were to be approached about providing service to another institution through a teach-out plan.

The university is aware of regulations related to the offering of a comprehensive transition and postsecondary education plan. The university does not expect to offer such a program.

The university is aware of the upcoming publication of college affordability and transparency lists by the federal Department of Education and of the reporting that is required of institutions that are identified on the “largest increases” lists.

Gramm Leach Bliley Act (GLBA)

The university has taken steps to comply with the requirements, under the *Gramm Leach Bliley Act* (GLBA), to protect nonpublic personal information such as addresses and phone numbers; bank and credit card account numbers; income and credit histories; and Social Security numbers from unauthorized access and misuse. The university understands its parallel responsibility to oversee compliance by its service providers with these requirements, and the university includes supplier assurance statements in its contracts with providers.

PCI DSS Compliance

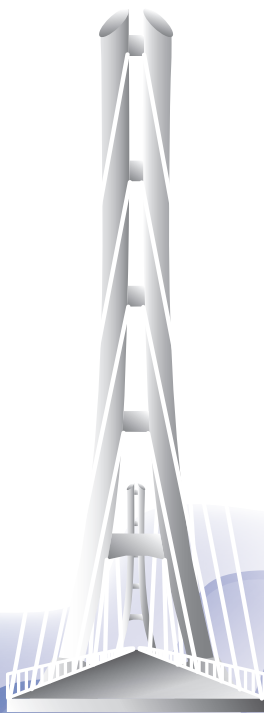
The university requires its service providers to comply with the Payment Card Industry Payment Application-Data Security Standards (PCI PA-DSS) that were developed by the major credit card branding companies to provide security measures for protecting credit card holder information and the merchants who store that sensitive information.

Identity Theft Protection

IPFW complies with the Purdue University Identity Theft Protection policy, which is published at www.purdue.edu/policies/pages/records/vi_2_2.html

The policy includes provisions designed to be compliant with the FTC *FACT Act of 2003*, including procedures for the identification and resolution of “Red Flags” that may suggest attempts at identity theft.

Appendices



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Indiana University–Purdue University Fort Wayne

Appendices



Appendix A: Institutional Snapshot

Institutional Snapshot is available in the Resource Room.

Appendix B: Acronyms Used in the Self-Study

AACSB International	Association to Advance Collegiate Schools of Business
AAC&U	Association of American Colleges and Universities
AAC	Academic Advising Council
ABET	formerly the Accreditation Board for Engineering and Technology
ACCS	Academic Counseling and Career Services
ACE	American Council on Education
AASCU	American Association of State Colleges and Universities
AHEC	Northeast Indiana Area Health Education Center
ALI	Academic Libraries of Indiana
APA	American Psychological Association
APICS	Association for Operations Management (Advancing Productivity, Innovation, and Competitive Success)
AMTA	formerly NAMT — American Music Therapy Association
ASAP!	Academic Student Achievement Program
ASPPA	American Society of Pension Professionals and Actuaries
BCC	Black Collegian Caucus
BEST	Business Enterprise Systems and Technology institute
B.F.A.	Bachelor of Fine Arts
B.G.S.	Bachelor of General Studies
CAAHEP	Commission on Accreditation of Allied Health Programs
CAAP	Collegiate Assessment of Academic Proficiency
CAC	Community Advisory Council
CAC of ABET	Computing Accreditation Commission
CANI	Community Action of Northeast Indiana
CASA	Center for Academic Support and Advancement
CASTL	Carnegie Academy for the Scholarship of Teaching and Learning
CATV	College Access Television
CBE	Center of Excellence for the Built Environment
CELT	Center for Enhancement of Learning and Teaching
CFS	Department of Consumer and Family Sciences
CGS	Council of Graduate Schools
CI	Critical Inquiry
CIC	Committee on Institutional Cooperation
CIID	Center for Industrial Innovation and Design
CMS	course management system
COQ	“Conversation on Quality”
CRI	Community Research Institute
CTL	Core Transfer Library
CUPA	College and University Personnel Association
CWRA	The Center for Women & Returning Adults
dASEL	disAbled Students Excelling in Leadership
DCS	Division of Continuing Studies
DDS	Document Delivery System
DECCO	Distance Education Coordinating Committee
DSBMS	Richard T. Doermer School of Business and Management Sciences
EADA	Equity in Athletics Disclosure Act
EBRI	Employee Benefit Research Institute
ECWCA	East Central Writing Centers Association

EHS environmental health and safety laws
EREN Equal Rights Education Network
ETCS College of Engineering, Technology, and Computer Science

FACET Indiana University's Faculty Colloquium on Excellence in Teaching
FAME Foundation for Art and Music in Elementary Education
FAR Faculty Athletic Representative
FERPA Family Educational Rights and Privacy Act
FFEL Federal Family Education Loan Program
FIPSE Fund for the Improvement of Postsecondary Education
FWACB Fort Wayne Area Community Band
FWCC Fort Wayne Children's Choir
FWHEC Fort Wayne Higher Education Consortium
FYE First-Year Experience

HEOA Higher Education Opportunity Act
HERI Higher Education Research Institute
HIPAA Health Insurance Portability and Accountability Act
HLC Higher Learning Commission
HTM Hospitality and Tourism Management

ICC Indiana Campus Compact
ICESE IPFW Center of Excellence in Systems Engineering
ICHE Indiana Commission for Higher Education
IEW International Education Week
IHIF Indiana Health Industry Forum
IIED Indiana Initiative for Economic Development
INCOLSA Indiana Cooperative Library Service Authority
INDOT Indiana Department of Transportation
IPEDS Integrated Postsecondary Education Data System
IPFW Indiana University–Purdue University Fort Wayne
IR Institutional Research
IRB Purdue University's Institutional Review Board
ISO International Student Organization
ISP Integrated Safety Plan
ISS International Student Services
ITCO Instructional Technology Coordinating Subcommittee
ITS Information Technology Services

JLD Job Location and Development
JRCERT Joint Review Committee on Education in Radiologic Technology
JSS Japanese Saturday School

LEAD Leading Educational Application and Design
LEAP Association of American Colleges and Universities' Liberal Education and America's Promise

MAC Mastodon Advising Center
MAP Mastodon Academic Performance Center
mDON mastodon Digital Object Network

NACDA National Association of Collegiate Directors of Athletics
NASM National Association of Schools of Music

NASPAA National Association of Schools of Public Administration and Affairs
NAST National Association of Schools of Theatre
NCATE National Council for Accreditation of Teacher Education
NEIGBC Northeast Indiana Green Build Coalition
NICE Northeastern Indiana Career Employment
NIIC Northeast Indiana Innovation Center
NISTEM Northeast Indiana Science, Technology, Engineering, and Math
NLNAC National League for Nursing Accrediting Commission
NSSE National Survey of Students Engagement
NSBE National Society of Black Engineers

OAA Office of Academic Affairs
OACS Office of Academic Internships, Cooperative Education, and Service Learning
ODMA Office of Diversity and Multicultural Affairs
OGS Office of Graduate Studies
ORES Office of Research and External Support
OSHA Occupational Safety & Health Administration

PCI PA-DSS Payment Card Industry Payment Application-Data Security Standard
PRF Purdue Research Foundation

QM Quality Matters™

REM Radiological and Environmental Management

SBDC Small Business Development Center
SCAN Stop Child Abuse and Neglect
SI Supplemental Instruction
SOAR Student Orientation, Advising, and Registration
SPARC Strategic Planning and Review Committee
SSD Services for Students with Disabilities
SSI Noel-Levitz Student Satisfaction Inventory
STARS Starting, Transferring, and Returning Students Orientation
STEP Student Technology Education Program

TAC of ABET Inc. Technology Accreditation Commission
TOPS “Talent Opportunity Success 2015”

UNAS United Native American Students
UPAF Unity Performing Arts Foundation Inc.
URC University Relations and Communications

VCAP Vice Chancellor Assessment Project
VPA College of Visual and Performing Arts
VSA Voluntary System of Accountability

WTC Wireless Technology Center

