

*November 2001*

↳ **STRATEGIES FOR EXCELLENCE** >>

INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE

>> **THE STRATEGIC PLAN** ∴ 2001-2006 ↓ ← ↑ ⇒



## PREAMBLE

### Context

This Strategic Plan, developed in conjunction with the planning efforts of Purdue University, contains a vision, goals, and strategies for building on IPFW's current strengths, for meeting current and anticipated challenges, and for extending our reach into new areas. The Plan allows for flexibility and revision as needed to guide the institution over the next three to five years.

The Strategic Planning and Review Council (SPARC) reviewed the plan during the 2003–04 academic year and decided to revise the plan to clarify some sections and to incorporate initiatives that had been undertaken since the plan was approved in November 2001. Notably, strategies for accomplishing Goal 1 were revised to place additional emphasis on the objectives of academic programs. Strategies for both Goal 1 and Goal 2 were revised to incorporate civic engagement and the university's decision to coordinate various initiatives in a freshman year experience program. Strategies for Goal 4 were expanded to include consultations about ways that the university can better meet regional needs. Strategies for Goal 5 now specifically mention efforts to support economic development and to attract external support for scholarships, university programs, and special initiatives.

### History

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. The 1970s were a time of rapid growth, accompanied by the formal merger of the campus administration in 1975. A regional campus of both Indiana University and Purdue University, IPFW is managed by Purdue University under the terms of a management agreement that is renewed every five years. In the 1980s, an academic structure was created to emphasize relationships among departments rather than relationships of departments to Indiana or Purdue mission assignments. Major facilities opened during the early 1990s included the Visual Arts Building; Williams Theatre; Engineering, Technology and Computer Science Building; and Child Care Center. A new campus facilities master plan was completed in 1995, and IPFW's first Strategic Plan was completed that same year. The Science Building, which opened in 1998, is the most recent major construction project. Enrollments for fall 2004 were the highest in the history of the campus. Student Housing will open for fall 2004, and construction will begin on a new Music Building in 2005.

### Strengths and Comparative Advantages

IPFW offers more than 180 Indiana University and Purdue University degree and certificate programs. The Indiana/Purdue partnership that created IPFW sustains a tradition of excellence and serves as the foundation for IPFW's role as the largest provider of university-level programs in the area. This unique 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.

IPFW is recognized by its accrediting agencies and other peer evaluators as a mature institution with an excellent faculty and staff. Graduates of our programs compare favorably with graduates of other universities on national exams, acceptance to graduate or 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 faculty, students, and staff. A wide array of student support programs is in place. Support for faculty development in both teaching and research has increased 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, funding from partner agencies for numerous IPFW programs and facilities, research studies undertaken at the request of community agencies, and collaborations with schools on grant-funded projects.

## **Constraints and Challenges**

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 well below statewide averages. State funding is likely to increase only incrementally in the near future. The new Community College of Indiana, originally scheduled for implementation in Fort Wayne in 2002, is expected to emphasize articulation with IPFW’s baccalaureate programs. In a wider context, higher education itself is changing rapidly: dramatic advances 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, Student Housing opening in fall 2004, expansion of graduate program offerings, a Division I athletics program, and a growing number of partnerships with organizations in Fort Wayne and the surrounding area.

## **Designations**

The Carnegie Commission has designated IPFW a comprehensive Master’s I university in recognition of the institution’s size and scope of degree programs. The Indiana Commission for Higher Education classifies IPFW as a public regional university responsible for providing higher education to 11 counties in northeast Indiana.

# **MISSION, VALUES, AND VISION**

## **Mission**

IPFW is a public comprehensive university, created by Indiana University and Purdue University to serve the higher education needs of northeast Indiana. Our mission is to offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs; 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.

## **Values**

We are committed to excellence in teaching, student learning, and research and creative endeavor. 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 that is rooted in the traditions of the sciences, arts, and humanities; emphasizes critical thinking; and promotes lifelong learning.
- > 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, and continuous improvement through assessment.
- > The principles of shared governance, civil discourse, 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 and accomplishments of faculty and staff.
- > Partnership with the community to enhance social, economic, cultural, civic, and intellectual life in the region.

## **Vision**

IPFW will be a nationally recognized regional university known for

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

## GOALS AND STRATEGIES

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

Rigorous academic programs that meet regional needs in innovative ways require a highly qualified, creative, and diverse faculty dedicated to teaching and learning, a strong general education foundation, and a commitment to meeting the highest standards of each discipline. Programs must be delivered using methods designed to reach a diverse community of learners and supported by outstanding technological, library, and other learning resources.

#### **Strategies:**

1. Provide a strong general education program that is rooted in the traditions of the liberal arts and sciences, emphasizes critical thinking, enables students to work in a multicultural and global economy, and prepares them for the responsibilities of citizenship.
2. Assure the quality of disciplinary programs through a systematic review and improvement process that includes assessment of student learning, measurement against disciplinary standards, and systematic program accreditation or peer evaluation.
3. Attract and retain a highly qualified and diverse faculty by promoting a collegial campus community, providing competitive compensation, and offering professional growth and development opportunities.
4. Promote, recognize, and reward teaching excellence by offering training and support in a range of effective pedagogies, publicizing teaching accomplishments, and rewarding teaching excellence in ways that are equivalent to rewards for other areas of faculty accomplishment.
5. Focus new program development at baccalaureate, graduate, and certificate levels in areas that reflect regional needs.
6. Make IPFW the graduate education center for northeast Indiana by offering a range of distinctive graduate programs important to the social, economic, civic, cultural, and intellectual life of the region.
7. Address the needs of diverse learners by promoting development of a wide range of pedagogical approaches, encouraging active and collaborative learning, offering a broad array of course delivery options, enriching courses through technology, and providing opportunities for service learning, cooperative education, internship experiences, learning communities, international study programs, and other forms of experiential learning.
8. Improve the quality and accessibility of library and other learning resources.

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

An exceptional campus environment is distinguished by its commitment to the needs and interests of a diverse student body, a comprehensive network of support services, a rich variety of cultural and recreational opportunities and student life activities, and the quality of interactions among faculty, students, and staff participating in and contributing to learning.

#### **Strategies:**

1. Attract, retain, and graduate a larger, better prepared, and more diverse student body by increasing expectations for incoming students, expanding merit scholarships and other financial aid, increasing the number of out-of-state and international students, and providing a supportive campus environment.
2. Broaden the diversity of the campus community through curricular transformation, cocurricular programs, and specialized services and programming for students from under-represented populations, international students, and students with disabilities.
3. Promote the development of the whole student through integrated programming that fosters the development of ethical values, leadership skills, and recognition of civic responsibilities.
4. Connect students to the campus community and enhance learning by providing academic advising, academic assistance, mentoring, and personal support services that are responsive to student needs.

5. Provide an integrated first-year-experience program that fosters student success.
6. Expand the array of student activities to meet the needs of a diverse student population.
7. Establish and maintain a student housing system that enhances students' connections to the campus and incorporates residential learning experiences.
8. Expand opportunities for students to attend and participate in intercollegiate and intramural athletics programs.

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

For outstanding scholarly and creative projects to develop and flourish, our faculty, students, and staff need a climate conducive to free and open inquiry, rewards for significant achievements, proactive research services, and opportunities to collaborate.

***Strategies:***

1. Offer an array of research opportunities for faculty, including centers of excellence and research fellow/endowed chair positions.
2. Encourage student achievement through involvement in research projects, public performances, and participation in honors and other research-intensive programs.
3. Recognize and reward staff professional development and encourage wider staff participation in research and creative endeavor.
4. Strengthen research support services and identify additional opportunities for external funding of research and creative activity.
5. Recognize and reward outstanding achievement in research and creative activity.
6. Provide incentives for collaboration between departments, with other universities, and with community and regional partners.

**Goal 4. *Advance economic development and the quality of life in Fort Wayne and the surrounding region.***

IPFW sponsors educational, cultural, and recreational opportunities for alumni and 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.

***Strategies:***

1. Offer opportunities for lifelong learning.
2. Present diverse cultural programming and provide intellectual leadership by stimulating debate and inquiry.
3. Provide a variety of outreach, artistic, athletic, and recreational activities for children, young people, older adults, and other special populations.
4. Invest in educational, research, and service partnerships focused on P-16 education, regional economic development, environmental quality, community development, and other mutually beneficial priorities.
5. Engage in projects with regional businesses that contribute to economic development.
6. Offer faculty, student, staff, and alumni expertise to community organizations.
7. Develop special programming and services for alumni and opportunities for their involvement in the campus community.
8. Serve as a model employer in northeast Indiana.
9. Consult with legislators, elected officials, and community leaders to identify ways to meet regional needs.

## Goal 5. Pursue the continuous improvement of university operations.

University operations encompass student services, financial affairs, safety and security services, and general university services such as communications, technology, and physical facilities. In each area, efficiency and effectiveness are hallmarks of the commitment to serving university goals and meeting the needs of members of the campus community.

### Strategies:

1. Develop recruiting, admission, and financial aid programs that meet university enrollment goals, improve recognition of the importance of higher education, and provide financial support for students based on both need and ability.
2. Expand and enhance physical facilities, grounds, and environmental quality to provide an aesthetic and supportive campus setting for programs, services, and activities.
3. Provide effective information technology support for all campus services.
4. Emphasize continuous improvement of business services that support academic and administrative accomplishments and remove barriers to success.
5. Develop integrated marketing initiatives that promote the university, create new opportunities for communication with stakeholders, and incorporate efforts to gain national recognition of academic and administrative accomplishments.
6. Increase resources available to monitor and measure improvements in campus operations and services.
7. Expand efforts to attract private and other external support for student scholarships, university programs, and special university initiatives.

## ASSESSMENT OF PROGRESS

IPFW will assess progress toward these goals through comparisons with the achievements of a set of peer institutions and monitoring of a broad series of institutional change metrics.

### Boise State Univ. (ID) < PEER INSTITUTIONS

Cleveland State Univ. (OH)  
CUNY–College of Staten Island  
Northern Kentucky Univ.  
Oakland University (MI)  
Portland State Univ. (OR)  
Univ. of Central Oklahoma  
Univ. of Nebraska–Omaha  
Univ. of New Orleans (LA)  
Univ. of Texas–El Paso  
Wichita State University (KS)  
Wright State Univ. (OH)  
Youngstown State Univ. (OH)

Peer institutions have been identified to provide comparative information about the characteristics and performance of institutions that are similar to IPFW. The process of identifying peer institutions included use of the following criteria:

- > Classification among the public universities in the “Master’s Colleges and Universities I” and “Doctoral-Intensive” categories of the 2000 edition of the Carnegie Classification of Institutions of Higher Education since these categories best reflect the diversity of IPFW’s academic programs.
- > An acceptance rate of at least 70%, since lower rates of acceptance suggest that a different mission is being served by the institution.
- > A maximum housing capacity of 20%, since institutions that house more of the student body will have significantly different characteristics.
- > A student enrollment between 9,500 and 15,000, since both smaller and larger institutions would differ from IPFW in significant ways.

These screening criteria were applied to all public universities in the two categories, yielding an initial set of peer institutions

The peer institutions will serve as benchmarks in evaluating IPFW’s progress in meeting the goals of the Strategic Plan.

## ↳ METRICS AND PEER INSTITUTION BENCHMARKS

METRIC	DEFINITIONS	SOURCE	5-YEAR TARGETS
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### Overarching Aspects

FALL SEMESTER ENROLLMENTS			
<i>Total enrollment</i>	Total number of students enrolled at the census deadline for a given fall semester.	Institutional Research	+10%
<i>Full-time enrollment</i>	Number of students who are full time, defined as at least 12 credits for undergraduates and at least 9 credits for graduate students.	Institutional Research	+10%
<i>Full-time equivalent enrollment</i>	Number of full-time equivalent students, defined as undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12.	Institutional Research	+10%
<i>Total credit hours</i>	Total number of credit hours in which students were enrolled at the census deadline.	Institutional Research	+10%
<i>Undergraduate enrollment</i>	Number of students enrolled at the undergraduate level at the census deadline.	Institutional Research; IPEDS for peers	+10%
<i>Minority enrollment</i>	Number of students identified as minority students at the census deadline.	Institutional Research	Area Population (11.2%)
<i>International student enrollment</i>	Number of students identified as temporary-resident international students at the census deadline; excludes refugee, asylee, and permanent resident non-citizens.	Institutional Research	+10%
<i>Graduate-level enrollment</i>	Number of students enrolled at the graduate level at the census deadline.	Institutional Research	Students: 1000 Degrees: 200
<i>Distance education enrollments</i>	Number of students enrolled in distance education courses at the census deadline.	Continuing Education	+20%

STUDENT PROFILE MEASURES			
<i>SAT score averages</i>	SAT Verbal, Math, and Total Score averages earned by new beginners (first-time, first-year, degree-seeking students) for a given fall semester.	Institutional Research	980
<i>SAT score profiles</i>	SAT Verbal, Math, and Total Scores at the 25th and 75th percentile levels earned by new beginners (first-time, first-year, degree-seeking students) for a given fall semester.	Institutional Research/ CDS/US News for peers	25th %ile 850 75th %ile 1100
<i>High school rank</i>	High school rank at the top 10%, 25% and 50% levels earned by new beginners (first-time, first-year, degree-seeking students) for a given fall semester.	Institutional Research/CDS/US News for peers	Top 10%: 10% Top 25%: 30% Top 50%: 60%

FINANCIAL AID			
<i>Recipients</i>	Number of students receiving each type of financial aid	Financial Aid	+10%
<i>University scholarships: gifts</i>	Amount of scholarship funds awarded from gift income in a fiscal year	Financial Aid	Fee change
<i>Univ scholarships: fee remission</i>	Amount of scholarship funds awarded from fee remission funding in a fiscal year	Financial Aid	Fee change
<i>Total aid</i>	Total amount of financial aid provided in a fiscal year	Financial Aid	Fee change

GIFTS AND GRANTS			
<i>Gifts received</i>	Total amount of gift funding received in a fiscal year	Development	n.a.
<i>Capital campaign</i>	Total cumulative amount of contributions and pledges designated for capital campaign projects	Development	\$20M
<i>Total grant and contract awards</i>	Total amount of grant and contract awards in a fiscal year	Research and Sponsored Programs	+50%

METRIC	DEFINITIONS	SOURCE	5-YEAR TARGETS
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Goal 1: Provide innovative, relevant, and rigorous academic programs.

GENERAL MEASURES			
<i>New programs</i>	Number of new certificate and degree programs gaining full approval in each academic year	Institutional Research	2 per year
<i>Program reviews</i>	Number of program reviews undertaken in each academic year	Academic Affairs	7 per year
<i>Accreditations</i>	Number of accreditations completed in each academic year	Institutional Research	100% approval rate
FACULTY MEASURES			
<i>Full-time faculty percentage</i>	Number of faculty who are full time and have at least .50 assigned to instruction and research, divided by number of full-time equivalent faculty. (Excludes graduate aides/graduate assistants; excludes administrators who are teaching.)	Institutional Research; CDS/US News for peers	80%
<i>Full-time equivalent faculty</i>	Number of full-time faculty, plus one-third of the number of part-time faculty, divided by the number of full-time faculty in each fall semester	Institutional Research	+10%
<i>Full-time faculty size</i>	Number of faculty who are full time and have at least .50 assigned to instruction and research (Excludes graduate aides/graduate assistants; excludes administrators who are teaching.)	Institutional Research	+10%
<i>Full professors</i>	Faculty with the rank of professor, excluding academic administrators	Institutional Research	+5%
<i>New faculty positions</i>	Number of new faculty positions authorized in the budget for a given fiscal year	Institutional Research	+35 in 5 years
<i>Faculty salary levels</i>	Average salaries of full-time faculty by rank for a given fiscal year. Comparison of IPFW averages at each rank with (a) AAUP average and (b) peer average.	Institutional Research/AAUP for peers	100% of AAUP Avg by rank; 100% for new hires
<i>Student/faculty ratio</i>	Number of fall semester, full-time equivalent students, divided by number of full-time equivalent faculty	Institutional Research; CDS/US News for peers	16.5/1
<i>Sections taught by full-time faculty</i>	Sections taught by full-time faculty, divided by total sections taught	Institutional Research	Maintain current distribution
STUDENT MEASURES			
<i>One-year retention rate (freshman-to-sophomore retention)</i>	Number of (a) full-time beginner students who return for the following fall semester, divided by the number of full-time beginners in the target semester and (b) number of enrolled students who graduate or return for the following fall semester, divided by the number of students enrolled in the target semester. Sophomore, junior, and senior class retention/graduation rates also monitored as internal benchmarks.	Institutional Research; CDS/US News for peers	65%
<i>Cohort graduation rate</i>	Number of full-time, first-time, degree-seeking students enrolling as beginners in a given fall semester (or the previous summer session) who earn a bachelor's degree in six years or an associate degree in three years.	Institutional Research	24%
<i>Baccalaureate graduation rate</i>	Number of full-time, first-time, degree-seeking students enrolling as beginners in a given fall semester, seeking a bachelor's degree, who earn a bachelor's degree in six years.	Institutional Research; CDS/US News for peers	23%
<i>Certificates and degrees granted</i>	Number of certificates and degrees granted, by level, for a fiscal year	Institutional Research	Certificate +12% Associate +12% Bachelor's +12% Master's 200
<i>Student performance on national examinations</i>	Number of students passing national exams, divided by number of students taking the exams. Examples are Dental Assisting National Board of Examination, Nursing Licensing Examination, CPA exam, etc.	Institutional Research survey of deans	95% pass rates on all exams
<i>Teacher licensing</i>	Number of students recommended for licensure in a fiscal year.	School of Education	n.a.
OTHER MEASURES			
<i>Instructional technology support programs</i>	Number of CELT (a) programs offered and (b) participants	CELT	+5% in 5 years
<i>Class size</i>	Percent of undergraduate class sections and sub-sections with less than 20 or more than 50 students enrolled at the census deadline for a given fall semester.	Institutional Research/ CDS/US NEWS for peers	Maintain current distribution
<i>Faculty satisfaction</i>	Responses to faculty survey	Institutional Research	80% satisfied
<i>Library gate count</i>	Number of customers served in-person in the library in a calendar year	Library	+10%
<i>Library full-text e-journals</i>	Number of journals for which full-text versions are available electronically in a calendar year	Library	+10%

METRIC	DEFINITIONS	SOURCE	5-YEAR TARGETS
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Goal 2: Create an exceptional campus environment for a diverse community of learners.

DIVERSITY			
<i>Diversity of faculty and staff</i>	Number, percentage, and distribution faculty and staff members identifying themselves with one or more minority categories. Reported separately for (a) faculty, (b) administrative staff, (c) clerical staff, and (d) service staff divided by total numbers in each category.	Institutional Research	Faculty: 10.2% Admin.: 6.3% Clerical: 7.5% Service: 10.3%
<i>Student diversity</i>	Number, percentage, and distribution of students identifying themselves with one or more categories.	Institutional Research	Area minority % (11.2%)

STUDENT ORGANIZATIONS			
<i>Student organizations</i>	Number of recognized student organizations in a given academic year	Student Life	100
<i>Student organization events</i>	Number of events sponsored by recognized student organizations in a given academic year	Student Life	1,200

CASA PROGRAMS			
<i>Tutoring</i>	Number of students participating in tutoring programs	CASA	+10%
<i>STEPS computer classes</i>	Number of students participating in STEPS computer classes	CASA	+10%
<i>Supplemental Instruction</i>	Number of students participating in supplemental instruction programs	CASA	+10%
<i>Writing Center consultations</i>	Number of students participating in Writing Center consultation programs	CASA	+10%

COOPERATIVE EDUCATION			
<i>Participants</i>	Number of students participating in co-op programs	Co-op Office	+4%
<i>Co-op salaries</i>	Total salaries earned by participants in co-op programs	Co-op Office	+4%

OTHER MEASURES			
<i>Student satisfaction surveys (Noel-Levitz, NSSE, etc.)</i>	Results of survey conducted every four years, compared to prior results	Student Affairs	national average
<i>Athlete GPA</i>	Spring semester GPA for student-athletes in a given academic year	Institutional Research	3.00
<i>Athletics graduation rate</i>	Six-year graduation rate for athletes included in a given academic year cohort	Institutional Research	23%

METRIC	DEFINITIONS	SOURCE	5-YEAR TARGETS
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*Goal 3: Promote the scholarly and creative achievements of faculty, students, and staff.*

<i>Honors Program participants and graduates</i>	Numbers of Honors Program students and certificates awarded	Honors Program	Students +10% Graduates: 10 per year
<i>Research certificate graduates</i>	Number of students receiving a Research Certificate in a fiscal year	Institutional Research	10
<i>Research Symposium presentations</i>	Number of student presentations at the annual student research symposium	Research and Sponsored Programs	50
<i>Federal research proposals</i>	Number of proposals for federal funds submitted in a given fiscal year	Research and Sponsored Programs	20
<i>NSF grant awards</i>	Number of awards made by NSF to IPFW faculty in a given fiscal year	Research and Sponsored Programs	+50%
<i>Scholarly and creative achievements</i>	Number of books, articles and other publications, presentations, and other creative works	Survey of Deans	n.a.

*Goal 4: Advance economic development and the quality of life in Fort Wayne and the surrounding region.*

<i>Continuing Education noncredit enrollments</i>	Number of enrollments in classes offered through the continuing education program	Continuing Education	+10%
<i>Omnibus Lecture Attendance</i>	Number attending each season's Omnibus Lectures	University Relations	+10%
<i>Economic Development</i>	Number of economic development projects undertaken in a year	Vice Chancellors	10 projects in 5 years

*Goal 5: Pursue the continuous improvement of university operations.*

<i>Classrooms, laboratories, and instructional equipment</i>	Number of improvement projects completed	Institutional Research	3 per year
<i>Facilities approvals</i>	Number of facilities projects approved in a given fiscal year	Physical Plant	n.a.
<i>State appropriations/FTE</i>	Total state operating appropriations divided by the number of FTE students, defined in terms of fall enrollments for a given fiscal year.	Institutional Research	Attain Regional Campus Average

## **FINANCING THE PLAN**

### **Sources of Funds in 2000–2001**

State Appropriations	56.7%
Student Fees	39.7%
Gifts, Grants, Other	3.6%

### **Recent Changes in Funding**

Funds provided by the state have ranged from 57.8% to 56.7% of the general fund budget in the past five years, with the state's proportion generally declining. Student fees have shown a corresponding increase in the same time period, from 38.3% to 39.7%, while gifts/grants/other funds have also risen, from 2.9% to 3.6%.

### **Funding Requirements of the Plan**

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 which 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.

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

1. Increase the number of regular faculty positions and provide competitive compensation	\$2,850,000
2. Increase Library collections and staff support	\$350,000
3. Fund high priority new programs, including the Master of Applied Science and the B.S. in Computer Engineering	\$950,000

*Goal 2: Create an exceptional learning environment.*

1. Increase funding for tutoring, counseling, supplemental instruction, and programs for first-year students	\$400,000
2. Expand minority faculty, staff, and student recruitment and programming	\$200,000
3. Expand support for departmental clubs, other student activities, and for multicultural and international student services	\$300,000

*Goal 3: Promote faculty, staff, and student research and creative endeavor.*

1. Create Centers of Excellence, Research Scholar, and Endowed positions	\$250,000
2. Increase support for graduate student assistantships	\$200,000
3. Increase support for faculty, student, and staff research projects and professional development	\$275,000

*Goal 4: Advance economic development and the quality of life in Fort Wayne and the surrounding region.*

1. Create venture partnership funds	\$50,000
2. Expand alumni and youth outreach services	\$50,000

*Goal 5: Pursue continuous improvement in administrative operations.*

1. Develop and implement an integrated marketing plan	\$250,000
2. Increase scholarship funds for need-based, academic, and athletic awards	\$950,000
3. Fund building priorities Helmke Library Kettler Hall Performing and Community Arts Health Sciences	\$10,000,000 \$4,000,000 \$24,000,000 \$30,000,000
4. Establish classroom and laboratory upgrade and technology support programs	\$675,000
5. Increase funds available for instructional equipment and elements of the IT Services Strategic Plan	\$900,000
6. Increase assessment, program review, and institutional research services	\$100,000
Total Operating Funds	\$8,750,000
Total Capital Funds	\$68,000,000
GRAND TOTAL	\$76,750,000

## **STRATEGIC PLANNING AND REVIEW COUNCIL (SPARC)**

### **Purpose**

To coordinate the implementation and evolution of the IPFW Strategic Plan. To review institutional change metrics and benchmarks tied directly to Strategic Plan goals and strategies. To update strategic planning goals and strategies in response to analyses. To prepare and present an annual Strategic Planning and Institutional Improvement Report for university-wide and public dissemination.

### **Membership**

Speakers of the Faculty (2)

Presiding Officer of the Senate

Faculty Representatives: *Five faculty, elected by the Senate, from at least three schools/divisions, serving staggered three-year terms*

Chancellor (Chair)

Vice Chancellor for Academic Affairs

Vice Chancellor for Financial Affairs

Vice Chancellor for Student Affairs

Development

Institutional Research

University Relations and Communications

Administrative Staff Council representative

Clerical and Service Staff Council representative

Student Government representative

Community Advisory Council representative

### **Annual Plan of Work**

#### ***January–April***

Institutional Research and other offices compile institutional data, compare data to change indicators and benchmarks, conduct trend analyses, and prepare report to full Council

#### ***May–August***

Evaluation of changes to strategic planning goals and strategies in response to data about accomplishments; preparation of annual report

#### ***November 1***

Release of final report

*IPFW provides access to excellence. We offer the opportunity to build strengths, develop skills, and gain knowledge. We prepare graduates to be citizens and leaders in a global community.*

*We offer a wide array of liberal arts, technical, and professional programs, and much beyond that. Musical and theatre performances, art*



*exhibits, the Omnibus Lecture Series, Division I athletics, continuing education programs, and support for economic development are just a sampling of the many ways that the university contributes to the region.*

*We ask for your support as we use this Strategic Plan to move IPFW to the next level and gain wider recognition for excellence in our programs and services.*

## ↳ **CONTACT**

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