

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, Wall 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.

