

Minutes of the
Third Regular Meeting of the Thirty-Sixth Senate
Indiana University-Purdue University Fort Wayne
November 14 and 21, 2016
12:00 P.M., Kettler G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of October 3 and 17, 2016
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Purdue University – M. Masters
 - b. Indiana University – A. Downs
5. Report of the Presiding Officer – J. Malanson
6. Committee reports requiring action
 - a. Executive Committee (Senate Document SD 16-7) – K. Pollock
 - b. Educational Policy Committee (Senate Document SD 16-8) – D. Kaiser
 - c. Executive Committee (Senate Document SD 16-9) – K. Pollock
 - d. (Senate Document SD 16-10) – S. Carr
 - e. Educational Policy Committee (Senate Document SD 16-11) – D. Kaiser
 - f. Faculty Affairs Committee (Senate Document SD 16-12) – L. Vartanian
 - g. University Resources Policy Committee (Senate Document SD 16-13) – M. Jordan
 - h. Executive Committee (Senate Document SD 16-14) – K. Pollock
 - i. (Senate Document SD 16-15) – B. Fife
7. New business
(Senate Document SD 16-16) – M. Wolf
8. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 16-10) – K. White
 - b. Executive Committee (Senate Reference No. 16-11) – K. Pollock
 - c. Executive Committee (Senate Reference No. 16-5) – K. Pollock
9. The general good and welfare of the University
10. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Presiding Officer: J. Malanson
Parliamentarian: M. Coussement
Sergeant-at-Arms: G. Steffen
Secretary: J. Petersen (for Sarah Mettert)

ATTACHMENTS ON BACK

Attachments:

- “Approval of replacement members of the Professional Development Subcommittee and Revenue Subcommittee” (SD 16-7)
- “Changes to policy to reflect student’s ability to ask for review not appeal” (SD 16-8, recommitted to EPC)
- “Academic Program Closures” (SD 16-9)
- “Reinstatement of Academic Degree Programs” (SD 16-10)
- “Review of Action Plan 41” (SD 16-11)
- “FAC Report on ‘Action Plan 41’” (SD 16-12)
- “URPC Report on Action Plan 41” (SD 16-13)
- “Subcommittee Reports on Action Plan 41” (SD 16-14)
- “Revert to September 19 Recommendations for Academic Programs” (SD 16-15)
- “Statement of No Confidence” (SD 16-16)

Session I
(November 14, 2016)

Senate Members Present:

A. Argast, S. Beckman, P. Bingi, S. Carr, V. Carwein, C. Chen, D. Chen, B. Dattilo, Y. Deng, A. Dircksen, A. Downs, C. Drummond, B. Fife, Q. Hao, J. Hersberger, G. Hickey, R. Hile, P. Iadicola, M. Jordan, D. Kaiser, S. LaVere, E. Link, H. Luo, M. Masters, D. Miller, Z. Nazarov, J. Niser, J. Nowak, A. Obergfell, G. Petruska, K. Pollock, M. Qasim, B. Redman, N. Reimer, S. Rumsey, G. Schmidt, A. Schwab, R. Sutter, B. Valliere, R. Vandell, L. Vartanian, N. Virtue, G. Wang, M. Wolf, L. Wright-Bower, M. Zoghi

Senate Members Absent:

T. Adkins, A. Bales, S. Ding, Q. Dixie, J. Leatherman (sabbatical), G. McClellan, W. Peters, A. Ushenko, D. Wesse

Faculty Members Present: M. Gruys, B. Kingsbury

Visitors Present: L. Goodson, G. Rathbun

Acta

1. Call to order: J. Malanson called the meeting to order at 12:00 p.m.
2. Approval of the minutes of October 3 and 17, 2016: The minutes were approved as distributed.

3. Acceptance of the agenda:

K. Pollock moved to approve the agenda as distributed.

B. Fife moved to amend the agenda by adding 6.i. Seconded.

Motion to amend the agenda passed on a voice vote.

The agenda was approved as amended.

4. Reports of the Speakers of the Faculties:

a. Purdue University:

M. Masters: At the last senate meeting, I asked the chancellor what she believed were the mission and vision for an IPFW of the future. She has not answered these two questions. The purpose of my questions is tied to the restructuring of the university which is seemingly being done in a haphazard manner through which we lurch from one crisis to another with no plan to succeed and no idea where we are going.

Not only is there no vision for the future of IPFW, the entire USAP and restructuring process has lacked significant consultation with IPFW faculty and, therefore, was not transparent. This avoidance of shared governance can be characterized by the example of the implementation of the IPFW campus tobacco ban. The IPFW tobacco ban was unilaterally implemented by the chancellor. It was not brought to the attention of the faculty senate. In contrast, on the West Lafayette campus, President Daniels has been consulting with ALL of the campus governance bodies to allow them an opportunity to provide input on the decision.

On September 19, the VCAA proposed academic restructuring which had been based on USAP. To claim faculty input in USAP is misleading. USAP was an end run around shared governance. Regardless of the hard work put into the process by the faculty and staff members on the committee, USAP bypassed faculty governance, and the results must be considered invalid. There was no transparency in this process. There was no input from the whole of the faculty or their elected representatives. Therefore, there can be no buy-in.

Making matters worse, the board of trustees intervened in the September 19 recommendations during a closed executive meeting which resulted in the closure of more programs. It is my understanding that the board of trustees claims that the faculty were consulted because of USAP. I would argue that the IPFW administration has misrepresented USAP as having faculty consultation.

While it is true that the chancellor came to IPFW at a time of budget struggles, those budget issues cannot give the administration free rein to bypass shared governance.

Furthermore, dealing with these issues is no excuse for the lack of a clear vision for our campus to guide the many changes we are undergoing.

At present we do not seem to have an administration that values shared governance. It seems that IPFW has had no administrative defender to communicate our needs to the board of trustees and to endeavor to protect our campus. We do not seem to have anyone to communicate the trustees' desires for IPFW back to our community. We do not seem to have an administration that can express a vision of IPFW's future to the community. We do not have an administration that seems capable of cheering about our successes to the outside world. This has to change.

b. Indiana University:

A. Downs: I was told on the way here, but I have not been able to verify this, that the Indiana University Board of Trustees has moved its meeting up to the end of November. I believe it is November 30; at least that is what I was told.

When groups on campus organized events, including a teach-in to protest the closure of programs, the academic officers distributed a statement on learning environments that said, "The environment of our classrooms, laboratories, and online sections must, at all times, be focused on dedication to student learning." "We expect classes to meet as scheduled." I believe that the professionalism of faculty and staff to work directly in our classrooms, laboratories, and online sections is at a level that the statement was not necessary, but I can understand why the academic officers would believe parts of the statement were necessary.

One disappointment about the content of the statement is the failure on the part of the academic officers to recognize that the teach-in may have had direct curricular and/or pedagogical value. Another disappointment is that the academic officers believe they need to remind the faculty that learning should continue and that classes should meet.

On or before November 9, the dean of the College of Arts and Sciences sent an e-mail to three department chairs letting them know that "a complaint has been received by central administration at IPFW that alleges that on October 26 insert name cancelled his insert class and told his students to attend the protest activities on that day. If true, this would be in opposition to the statement on learning environments that went out to all faculty on October 24." After a request for information chairs were told that the complaint came from an unnamed parent. The dean asked the chairs to "look into the matter, determine if there is merit to the complaint, and report back to me about the steps you are taking to address the situation." Each chair investigated the claim, and all of the accused faculty taught class on the day in question. Some may not think this claim and investigation are worth noting, but they are.

First, it should be noted that, to the best of my knowledge, there is no formal procedure for situations like this. According to faculty members who have more years of service than I have, things like this have been handled informally. It is my opinion that, whether

there is a procedure or whether the process is handled informally, it should begin with the assumption that the faculty member is innocent.

Second, the chancellor has created a problematic situation because her chief of staff also happens to be the dean of students. If a request like this one had come from the dean of students, it would have been viewed differently than the same request coming from the chief of staff of the chancellor. In this case the request went from the chief of staff to the VCAA to the dean of a college to the chairs. Whether it was intended or not, this request carried with it a potential of disciplinary action that would not have been there if the request had come from the dean of students. Given that at least two of the three faculty who were "investigated" have been vocal about their opposition to things the central administration is doing, the potential for intimidation is easy to see.

Third, neither the statement on learning environments nor the request to investigate the fact, they cited a university policy that said attending any event was inappropriate.

Fourth, central administration has not been willing to identify the name of the parent or the student who made the false claim. Perhaps the intent was to do this after the semester ends because they believe that doing so earlier could jeopardize the student's grade. I, for one, would have greater faith in the faculty than that. I also believe that allowing the faculty to address the parent directly could open up lines of communication, and provide a teachable moment for a student who chose to lie about why she or he did not attend class on a particular day. At a minimum I hope the chancellor understands that her staff instigated an ill-advised investigation that gave the appearance of being retaliatory against some faculty who have spoken openly in opposition to her.

The statement on learning environments also stated that, "All students have a right to learn in an atmosphere that is conducive to learning, and we believe that such learning environments include a commitment to, and respect for, the diversity of opinion and perspective representative in our classrooms. We believe that our students have the right to learn in an environment free from all forms of intimidation or harassment." It also said, "We fully affirm and endorse the rights of all members of our university community, faculty, staff and students to free speech and assembly." I believe in free speech, even vile and reprehensible speech. I also believe that it is our duty to stand up when someone says something that is bigoted, misogynistic, intolerable, or dangerous. It is not surprising that students who were taught to stand up and fight for what they believe in would do just that when their programs were being eliminated. Also, it is not surprising that there would be reaction to their efforts. If a vigorous exchange of ideas cannot take place on a university campus, then where can it take place? Unfortunately, what has happened recently is not a vigorous exchange of ideas, and it is one of those moments when it is our duty to stand up.

Recently offensive, misogynistic notes have been posted around the Women's Studies office. There has been verbal harassment of women's studies students, and there have been sexually explicit and degrading comments about women's studies students on social media, including some that call out students by name and use images of students.

Recently, this has escalated to threatening comments on Twitter from handles #IPFW feminism sucks and #Anonymous IPFW. There is now an invitation to show up in disguise for a flash party at the Women's Studies office on November 15 to celebrate the closing of the program. Dr. Janet Badia, director of the Women's Studies program has informed the central administration about what is happening. She also has informed the university police. She has requested that the central administration issue a statement condemning the harassment of women's studies, its students, and its supporters. Now is the time for the administration to stand up, especially since earlier this semester the central administration used the work of the Women's Studies program to defend IPFW in a Title IX investigation by the office of civil rights. The programming that the central administration found so valuable while defending IPFW and these misogynistic actions may be the best indicators that IPFW needs a Women's Studies program. The affiliated faculty of the Women's Studies program have written a document that I encourage people to read, and I ask that it be included with my comments in the minutes of the Senate meeting.

On a more positive note, there have been some successes on campus recently. The faculty leaders have asked the central administration to put more effort into getting the message out about the good work being done by the faculty, students, and staff at IPFW.

Finally, Thanksgiving is just around the corner. This is a holiday that I think does not get its due as people rush from Halloween to what I call the “holiday gift-giving season.” I hope that each of you is able to take a moment and find something for which you are thankful. Good luck with the rest of the semester.

5. Report of the Presiding Officer – J. Malanson:

As many of you are aware, the Senate Executive Committee, and I in particular, have been pushing a greater understanding of and dedication to shared governance at IPFW this semester. I have held workshops on the basics of shared governance and on understanding the IPFW budget—and I thank everyone who attended each of them—and would like to hold additional workshops next semester. I plan on holding another budget workshop toward the end of the year, and am open to suggestions on what other shared governance topics you think need further discussion and exploration.

As we talk about shared governance at IPFW, I think that it is important to remember that the principles of shared governance—the idea of “joint planning and effort” that is essential to shared governance—applies at the College and department level as much as at the university level. True shared governance in these contexts requires meaningful faculty participation in processes that determine the future leadership, organization, and priorities of departments and Colleges.

At the university level, the faculty leaders have been engaging in extensive conversations with the chancellor and vice chancellors about how we might both reinvigorate shared governance at IPFW, and address some of the significant challenges that we currently face. I want to provide updates on three initiatives.

As you are all hopefully aware, the faculty representatives to the University Budget Committee have now been elected by their respective Colleges; previously they were administratively appointed. The Senate now also has two seats on UBC; one for the Budgetary Affairs Subcommittee, and one for the Senate Presiding Officer. Vice Chancellor for Financial and Administrative Affairs David Wesse and Director of Budget and Planning Walter Soptelean have been instrumental in making these changes happen as quickly and as smoothly as they have. I should also note here that Vice Chancellor Wesse and his staff have been going above and beyond to provide us with relevant financial information to address last month's Senate resolution.

The faculty leaders, on behalf of the Senate Executive Committee, have also been working with the central administration to begin a thorough administrative census in order to better understand and address "administrative bloat" at IPFW as well as USAP Recommendation 2.8 on reducing administrative positions. Under the guidance of Vice Chancellor Wesse and Vice Chancellor for Student Affairs George McClellan, and with the support of Chancellor Carwein and Vice Chancellors Drummond and Fincannon, substantial progress has already been made in this endeavor. I hope to be able to provide a more thorough update on the administrative census at our next Senate meeting.

The Chancellor and Vice Chancellors have also agreed to the formation of an Athletics Working Group composed of faculty senators, students, and relevant staff that will be charged with undertaking an open and critical assessment of Athletics at IPFW. The goal of this group is not to fight over Division I or Division II, 4.4% of the General Fund budget or something more or less than that, but rather to make recommendations that answer three more fundamental questions:

1. Is there a role for Athletics to play at IPFW?
2. If there is a role, what should IPFW be deriving from its participation in intercollegiate Athletics?
3. Based on the answers to 1 and 2, what is IPFW's acceptable level of investment in Athletics given our budget situation and strategic priorities?

The hope is for the Athletics Working Group to be formed and formally charged by the end of this semester, so that it can undertake and complete its work during the Spring semester. By the end of this process, I hope that we will have a concrete set of recommendations that will allow the administration, the Senate, the campus, and the community more broadly to assess if Athletics is an opportunity IPFW should invest in, what IPFW should be deriving from that investment, and how much that investment should be. We also expect the Working Group to develop a set of clear metrics by which the university can assess Athletics moving forward in light of the Working Group's recommendations.

Athletics has been a hot-button issue on this campus for some time now, and I would like to thank the Chancellor and Vice Chancellors for agreeing to the formation of the Athletics Working Group as a way of seriously engaging with these important questions.

Finally, on an entirely personal note, my wife is 37 weeks pregnant. I hope to be in attendance at our December Senate meeting, but I hope that you will understand if I am unable to be here.

6. Committee reports requiring action:

a. Executive Committee (Senate Document SD 16-7) – K. Pollock:

K. Pollock moved to approve SD 16-7 (Approval of replacement members of the Professional Development Subcommittee and Revenue Subcommittee).

Motion to approve passed on a voice vote.

b. Educational Policy Committee (Senate Document SD 16-8) – D. Kaiser:

D. Kaiser moved to approve SD 16-8 (Changes to policy to reflect student’s ability to ask for review not appeal).

A. Downs moved to recommit to the Educational Policy Committee. Seconded.

Motion to recommit passed on a voice vote.

c. Executive Committee (Senate Document SD 16-9) – K. Pollock:

K. Pollock moved to approve SD 16-9 (Academic Program Closures).

Motion to approve passed on a voice vote.

d. (Senate Document SD 16-10) – S. Carr:

S. Carr moved to approve SD 16-10 (Reinstatement of Academic Degree Programs).
Seconded.

L. Vartanian moved a friendly amendment as follows: (insert between the 8th and 9th Whereas statements) “WHEREAS, the University Strategic Alignment Process used to suspend, eliminate, and restructure academic programs and departments did not occur within established shared governance structures such as the Senate, thereby undermining the role and voice of faculty in decisions regarding academic programs; and”

Seconded.

Motion to amend passed on a voice vote. 1 nay, 1 abstention

P. Iadicola moved to strike the last “Whereas” paragraph: “Whereas the chief administrative officer has not declared financial exigencies.” Seconded.

Motion to strike last “Whereas” paragraph passed on a voice vote.

Motion to approve SD 16-10, as amended, passed on a voice vote.

e. Educational Policy Committee (Senate Document SD 16-11) – D. Kaiser:

D. Kaiser moved to approve SD 16-11 (Review of Action Plan 41).

Motion to approve passed on a voice vote.

f. Faculty Affairs Committee (Senate Document SD 16-12) – L. Vartanian:

L. Vartanian moved to approve SD 16-12 (FAC Report on “Action Plan 41).

Motion to approve passed on a voice vote.

g. University Resources Policy Committee (Senate Document SD 16-13) – M. Jordan:

M. Jordan moved to approve SD 16-13 (URPC Report on Action Plan 41).

Motion to approve passed on a voice vote.

The meeting recessed at 1:14 until noon, Monday, November 21, 2016.

Session II (November 21)

Senate Members Present:

T. Adkins, A. Bales, A. Argast, S. Beckman, P. Bingi, S. Carr, B. Dattilo, Y. Deng, A. Dirksen, Q. Dixie, A. Downs, C. Drummond, B. Fife, J. Hersberger, G. Hickey, R. Hile, P. Iadicola, M. Jordan, D. Kaiser, S. LaVere, E. Link, H. Luo, G. McClellan, D. Miller, Z. Nazarov, J. Nowak, A. Obergfell, W. Peters, G. Petruska, K. Pollock, M. Qasim, B. Redman, N. Reimer, S. Rumsey, G. Schmidt, A. Schwab, R. Sutter, A. Ushenko, B. Valliere, R. Vandell, L. Vartanian, N. Virtue, G. Wang, D. Wesse, M. Wolf, L. Wright-Bower

Senate Members Absent:

V. Carwein, C. Chen, D. Chen, S. Ding, Q. Hao, J. Leatherman (sabbatical), M. Masters, J. Niser, M. Zoghi

Faculty Members Present: J. Burg, M. Gruys

Visitors Present: P. McLaughlin

Acta

J. Malanson reconvened the meeting at 12:00 p.m. on November 21, 2016.

J. Malanson: All comments, questions, discussions should be directed at me, not at each other. If you are going to get mad at someone, get mad at me even if I don't deserve it, which I definitely do not.

The Bylaws enable the presiding officer to read statements from senators who are not present today. While that does not normally happen, there will be three statements read during the course of today's meeting for people who are absent. So as not to influence debate, those statements will be read at the beginning of the debate over each resolution where they are pertinent. I will not interject them randomly during. I will not close the debate; I will open the debate with these prepared statements and then open the floor to all of you.

h. Executive Committee (Senate Document SD 16-14) – K. Pollock:

K. Pollock moved to approve SD 16-14 (Subcommittee Reports on Action Plan 41).

Motion to approve passed on a voice vote.

i. (Senate Document SD 16-15) – B. Fife:

B. Fife moved to approve SD 16-15 (Revert to September 19 Recommendations for Academic Programs). Seconded.

Motion to approve passed on a voice vote. 1 nay

7. New business

M. Wolf moved to approve SD 16-16 (Statement of No Confidence). S. Carr seconded.

A. Obergfell moved to vote by ballot. Seconded.

Motion to vote by ballot passed on a voice vote. 1 nay

Ballots were collected by Presiding Officer Malanson, and A. Downs presided temporarily over the Senate meeting.

Motion to approve passed by ballot vote of 27 ayes, 12 nays, and 5 abstentions.

8. Committee reports “for information only”:

a. Curriculum Review Subcommittee (Senate Reference No. 16-10):

Senate Reference No. 16-10 (Proposals for Bachelor of Science in Actuarial Science and Bachelor of Science in Applied Statistics) was presented for information only.

b. Executive Committee (Senate Reference No. 16-11) – K. Pollock:

Senate Reference No. 16-11 (Items under Consideration in Senate Committees and Subcommittees) was presented for information only.

c. Executive Committee (Senate Reference No. 16-5) – K. Pollock:

Senate Reference No. 16-5 (Report on Designated Items) was presented for information only.

9. The general good and welfare of the University:

G. McClellan: This will be my last Senate meeting. (Much applause – in a good way)

A. Downs: As a faculty leader I can say he was one of the people in the room who always asked, “What about the students?” when we were in those meetings. Thank you, George.

K. Pollock: Just for the record, we do not mean this (the applause) as we are happy to see you go; we are sad to see you go.

P. Iadicola: I have been at this institution for 38 years and in this senate body for many years. I have struggled, in the times I have been a senator and a faculty chair, to make sure the faculty voice is heard. At times it has been difficult. At this moment, despite the difficulty of the decisions we are making, I am very happy to be leaving this institution where I feel that the IPFW faculty senate may be stronger, more united, and more engaged than at any time that I have been here before.

A. Downs: Senator Iadicola is one of the people who taught classes while I was here, and I had him for class a couple of times.

P. Iadicola: He was a good student.

A. Ushenko: I am very puzzled why the days of the Wartell administration are suddenly the golden years. When Chancellor Wartell left, and we had a new chancellor, I had a feeling that I had been lifted from oppression. It was Chancellor Wartell's vice chancellor that said to me, "You're the worst faculty member here. I would fire you if you weren't tenured." It was Chancellor Wartell who told me that research does not matter on this campus; the faculty are worthless. It was Chancellor Wartell who said to the promotion and tenure group

that the faculty's fear of authority; that is, judging performance, academic programs, and so forth, is not restricted to the faculty. The administration has the right to overrule it. This was contrary to what I had heard after Chancellor Wartell left. I am just wondering if we are not, in a time of stress, looking backwards through what Elizabeth Bowen called the “shadowless unreal life of regret.”

A motion was made to adjourn. Seconded.

10. The meeting adjourned at 1:13 p.m.

Jacqueline J. Petersen (for Sarah Mettert)
Secretary of the Faculty

MEMORANDUM

TO: Fort Wayne Senate

FROM: K. Pollock, Chair
Executive Committee

DATE: October 3, 2016

SUBJ: Approval of replacement member of the Professional Development
Subcommittee and Revenue Subcommittee

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "... Senate Committees ... shall have the power to fill Committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, The Bylaws of the Senate provide (5.1.5.1.) that "... Senate subcommittees ... shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is one vacancy on the Professional Development Subcommittee; and

WHEREAS, The Professional Development Subcommittee has appointed Sue Skekloff as the replacement member for the remainder of the 2016-17 academic year; and

WHEREAS, There is one vacancy on the Revenue Subcommittee; and

WHEREAS, The Revenue Subcommittee has appointed Janet Papiernik as the replacement member for the remainder of the 2016-2017 academic year;

BE IT RESOLVED, That the Senate approve these appointments.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Daren Kaiser, Chair
Educational Policy Committee

DATE: September 21, 2015

SUBJECT: Changes to policy to reflect student's ability to ask for review not appeal

WHEREAS, The current academic regulation regarding academic probation and dismissal provides that "... A student who wishes to appeal an academic probation standing should contact the academic department of their major for guidance in the appeal process"; and

WHEREAS, This leaves the procedure regarding the appeal process inconsistent across different academic units; and

WHEREAS, This often results in misunderstanding by students as they believe a probation or dismissal decision based on low GPA (rather than the grade itself) could be appealed; and

WHEREAS, This adds unnecessary burden to academic units for explanation and processing;

BE IT RESOLVED, that the change of academic regulation regarding academic probation and dismissal be adopted as attached.

Probation, Dismissal and Readmission

9.4: Academic probation, dismissal, and readmission. The following probation, dismissal, and readmission criteria are minimums for IPFW; academic units may set higher standards which shall become effective upon publication in the Bulletin or its supplement. A student dismissed from a program for failure to meet the higher standards imposed by an academic unit must be accepted in another program before registering for a subsequent academic session.

9.4.1: Academic Probation. A student shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0. A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPAs equal to or greater than 2.0.

IF: Semester GPA or Cumulative GPA is < 2.0 = ACADEMIC PROBATION

IF: On academic probation and Cumulative GPA is < 2.0 but Semester GPA is ≥ 2.0 = CONTINUED PROBATION

IF: On academic probation and Semester GPA is < 2.0 but Cumulative GPA is ≥ 2.0 = CONTINUED PROBATION

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing. Academic standing will not be assessed in summer sessions.

A student who wishes to ~~appeal~~ **further clarification about** an academic probation standing **may request a review by the registrar for accuracy of the GPA calculations on the academic record.** ~~should contact the academic department of their major for guidance in the appeal process.~~

9.4.2: Academic Dismissal. A student on academic probation shall be dismissed at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

IF: On academic probation and both the Semester GPA and Cumulative GPA are < 2.0 = ACADEMIC DISMISSAL

Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.

A student who wishes to ~~appeal~~ **further clarification about** an academic dismissal standing **may request a review by the registrar for accuracy of the GPA calculations on the academic record.** ~~should contact the academic department of their major for guidance in the appeal process.~~

9.4.3: Readmission. A student who has been dismissed from IPFW or from another campus of Indiana University or Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

A student dismissed by this policy must apply to the appropriate office or readmission committee. A fee is assessed for processing the readmission application. Readmission is not guaranteed.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: October 31, 2016

SUBJ: Academic Program Closures

WHEREAS, The Purdue University Board of Trustees, in an Executive Session, mandated the closure of academic programs at IPFW; and

WHEREAS, This decision was made outside of any normal or established shared governance process;

BE IT RESOLVED, That the Fort Wayne Senate objects to this breach of shared governance at IPFW and in the Purdue University system.

MEMORANDUM

TO: FORT WAYNE SENATE
FROM: STEVEN A. CARR
SUBJECT: REINSTATEMENT OF ACADEMIC DEGREE PROGRAMS
DATE: OCTOBER 17, 2016
CC: EXECUTIVE COMMITTEE

WHEREAS, the Constitution of the Senate endows Voting Faculty with powers to recommend polices concerning the conduct, welfare, privileges, tenure, appointment, retention, and promotion of faculty (VI.A.1.e.); and

WHEREAS, the Constitution of the Senate endows Voting Faculty with powers to recommend changes in academic organization (VI.A.2.a.); and

WHEREAS, the Constitution of the Senate endows Voting Faculty with powers to make recommendations concerning the determination and management of the budget (VI.A.2.b); and

WHEREAS, the Constitution of the Senate endows Voting Faculty with powers to make recommendations concerning increases and decreases in staff (VI.A.2.d.); and

WHEREAS, the Constitution of the Senate endows Voting Faculty with powers to review and approve the titles of the academic degrees conferred at IPFW (VI.A.4.a.); and

WHEREAS, the Constitution of the Senate endows Voting Faculty with powers to review and approve the general requirements for the curricula leading toward academic degrees and certificates (VI.A.4.b.); and

WHEREAS, the Constitution of the Senate grants Voting Faculty with powers to present its views concerning any matter pertaining to the conduct and welfare of IPFW to the Presidents and Boards of Trustees of Indiana University and Purdue University (VI.A.5.); and

WHEREAS, SD 15-26 outlines a process where, in the exercise of these powers, decisions concerning reorganization, merger, reduction and/or elimination of programs shall occur as a result of a review process in which the faculty has assumed a prominent role; and

WHEREAS, the University Strategic Alignment Process used to suspend, eliminate, and restructure academic programs and departments did not occur within established shared governance structures such as the Senate, thereby undermining the role and voice of faculty in decisions regarding academic programs;

BE IT RESOLVED, that the Senate urge reinstatement, effective immediately, of all undergraduate and graduate degree programs or majors suspended or eliminated beginning in 1 July 2016 and forward where faculty did not initiate a recommendation, or did not assume a prominent role in decisions leading to these suspensions and eliminations; and

BE IT FURTHER RESOLVED, that any further action on the part of an academic administrator or the Presidents and Boards of Trustees of Indiana University and Purdue University to suspend, merge,

reduce, or eliminate a degree program must accompany publicly disclosed detailed financial statements for the past five years, and must come with a thirty-day remonstrance period to allow adequate analysis and review of these actions; and

BE IT FURTHER RESOLVED, any subsequent action initiated by an academic administrator or the Presidents and Boards of Trustees of Indiana University and Purdue University to suspend, merge, reduce, or eliminate a degree program must occur in accordance with the policies and procedures outlined in SD 15-26, especially under section IV “Procedures for Program Reorganization, Merger, Reduction, and/or Elimination” and where the chief administrative officer has not declared financial exigency; and

BE IT FURTHER RESOLVED, the Senate immediately notify the Presidents and Boards of Trustees of Indiana University and Purdue University of the exercise of the faculty’s will to reinstate academic degree programs and majors, and to have the administration, Presidents, and Boards of Trustees observe all policies and procedures outlined in 15-26 when initiating an action to suspend, merge, reduce, or eliminate a degree program.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Daren Kaiser, Chair
Educational Policy Committee

DATE: October, 26 2016

SUBJECT: Review of Action Plan 41

WHEREAS, the Educational Policy Committee was charged by the Executive Committee to evaluate sections 1.4 bullet point 1, 2.5 bullet points 1-4, 3.2 bullet points 1-4, and 3.6 bullet points 1 and 2 of Action Plan 41.

WHEREAS, the following document represents our evaluation of, and opinion about, Action Plan 41.

BE IT RESOLVED, that the Educational Policy Committee does not endorse any of the items of Action Plan 41 that we were charged to evaluate.

Preamble

It has become clear as the semester moves forward that the faculty response to AP 41 is irrelevant to the administration. It was fairly obvious that this was the case when the “plan” was not released until the beginning of the semester, and then the “response” from the faculty was required within a few weeks. The “plan” itself is a series of vacuous statements and action items most of which are so vague it would be impossible to respond to them. The only way one could respond to the action items was to ask the administration what they mean by these items.

Dr. Drummond was kind enough to attempt to clarify the items EPC was asked to evaluate, and, in particular, he provided an extensive plan of action to address item 2.5 bullet point 2 (restructuring of programs/elimination of degree offerings will result in optimization). Our committee reviewed his recommendations in good faith and, although we were somewhat concerned that the restructuring might affect some departments adversely, we felt, given the political and financial climate, that his plan was fair and based on solid evidence. Our only concern was to ensure that the departments most affected would be provided with ample time to voice their concerns.

Now, before any response from the faculty has occurred, Dr. Drummond’s initial plan has been abandoned and far more extensive cuts (all of which affect the college of Arts & Sciences) have been initiated for completion by January 1st. The supposed rationale for eliminating academic units is to save money. We are not convinced that these cuts will save a significant amount of money. More importantly, these cuts seem to run contrary to the mission of our University and diminish our ability to educate the citizens of northeast Indiana. The University is being forced to make these cuts without any feedback from the faculty, staff, and students. It is ludicrous to make these kinds of changes in a matter of months, just to save a couple hundred thousand dollars. It is obvious this is not about cost saving. The changes will damage IPFW and make it less than the scholarly institution it is now.

Below you will find our thoughts about the original action plan items we were charged to review. Our thoughts were predicated on what we were told by the Vice Chancellor of Academic Affairs. It has become clear that his understanding of Action Plan 41 is little better than that of the rest of the faculty. This committee does not wish to endorse any of these vacuous statements for fear that such an endorsement could be used later to further diminish this University. We consider this report to be feedback of very general ideas, **not** endorsement of a plan.

Our responses to our assigned action items are:

1.4 Bullet point 1: *Incorporate predictive analytics process across departments in order to inform active management decisions.* Using predictive analytics is a feasible and appropriate idea providing that “active management decisions” are made at the department level and by the department.

2.5 Bullet point 1: *Create linkage between myBlueprint demand with course offering plans.* Creating linkage between myBLUEprint and course offerings is a logical idea to increase course scheduling cost efficiency and effectiveness for students. We want to be sure that flexibility for exceptions are maintained. We also see the need for a plan to be sure students, not advisors, are knowledgeable about and responsible for updating their four-year plans.

2.5 Bullet point 2: *Restructuring of programs/elimination of degree offerings will result in optimization*
~~Discussion of Dr. Drummond’s Review and Recommendations for Academic Programs and Departments (09/19/2016). The process upon which the recommendations were made was applied fairly across all departments. The rationale for each recommendation is clear and the recommendations seem feasible.~~

~~The committee would urge Dr. Drummond to pay attention to the feedback and arguments from each department (as we are confident he will) and, in particular, to consider unintended consequences to other programs given the interconnected nature of our degree offerings. Our feedback to these recommendations is no longer relevant.~~

2.5 Bullet point 3: *Separate academic F (earned F) from F or not showing up.* Completed by EPC on September 7

2.5 Bullet point 4: *Analyze workload at individual faculty course level to manage instructional capacity.* FAC is reviewing this item

3.2 Bullet point 1: *Develop pathways major (completed)*

3.2 Bullet point 2: *Recharge the Advisory Council to be more impactful.* Recommend changes in proposed advising council reorganization: 1) Change the last sentence explaining the mission of the Executive Advising Committee in the following way “The Executive Advising Committee is to ensure information flow between and across units and facilitate changes in policy and practice originating from Advising Council”. Have seven (rather than 5) faculty advisors from at least three colleges to balance the primary role advisors. Make the SIS representative non-voting. Have six primary role advisors from at least three colleges (rather than one from each, this allows for potential restructuring of units in the future). Move the information about Executive Advising Committee to below the information about Academic Advising Council to indicate that information/policies should not originate with Executive group.

3.2 Bullet point 3: *Expand the role of primary advising in years 1 and 2.* We agree that more primary role advisors could be very useful as long as they are embedded within a department/school/college so as to be knowledgeable about limited number of major requirements.

3.2 Bullet point 4: *Regularize flow via myBlueprint from 1st year to degree.* This item is too vague for us to evaluate - what does “regularize flow” mean??

3.6 Bullet point 1: *Develop additional online/hybrid programs, flipped instruction in professional and technical programs.* Develop additional online/hybrid programs: Faculty within departments/colleges/schools should consider developing these if they are appropriate for the students and content. Academic Affairs should provide support for these efforts if faculty determine they should move forward.

Flipped instruction: We feel this impinges on academic freedom and should be the realm of individual faculty to make decisions about what pedagogical method is most appropriate for their content etc.

3.6 Bullet point 2: *Target adult learners for online/hybrid programs.* The plan currently pursued by Curt Hosier seems reasonable

MEMORANDUM

TO: Fort Wayne Senate

FROM: Lesa Rae Vartanian, Chair
Faculty Affairs Committee

DATE: October 28, 2016

SUBJ: FAC Report on "Action Plan 41"

WHEREAS, on September 13, 2016, the Executive Committee of the Fort Wayne Senate charged the Senate Faculty Affairs Committee (FAC) with reviewing and reporting upon the action items contained in "Action Plan 41" associated with USAP Recommendations 2.4, 2.5.4, and 4.3; and

WHEREAS, FAC was explicitly directed to evaluate the feasibility of the action items proposed, and to develop an understanding of the administration's timelines and plans for the next steps associated with them by meeting with the administrator(s) listed on the plan as responsible for the assigned action items; and

WHEREAS, the members of FAC met with the top administrator listed as responsible for the assigned action items, Vice Chancellor of Academic Affairs and Enrollment Management Dr. Carl N. Drummond, on October 5, 2016 to begin to accomplish this charge; and

WHEREAS, FAC met subsequently to create a written report (attached) to document due diligence; and

WHEREAS, the report makes clear that we reject the action items associated with USAP Recommendations 2.4, 2.5.4, and 4.3 for the reasons noted in the report; and

WHEREAS, we do not believe we have all of the information necessary to offer any meaningful, reasonable alternatives to those action items;

BE IT RESOLVED that the Fort Wayne Senate recognize the attached report "Action Plan 41 FAC Narrative Response" as a clear indication FAC has met its charge and completed its task.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Mark Jordan, Chair
University Resources Policy Committee

DATE: October 28, 2016

SUBJECT: Report on Action Plan 41 items

WHEREAS, The administration released Action Plan 41 in September and asked for Senate feedback on proposed action items; and

WHEREAS, The Senate Executive Committee assigned action items from USAP recommendations 1.6, 2.1.a., 2.10, 2.11, 2.12, 3.4, 3.10, 3.11, and 3.12 to the University Resources Policy Committee (URPC); and

WHEREAS, URPC met with, and/or received input from, VCFA Wesse, evaluated the feasibility of the timeline and plans, and made recommendations on each of the aforementioned USAP recommendations,

BE IT RESOLVED, That URPC asks the Fort Wayne Senate to approve the attached report on Action Plan 41 recommendations.

Evaluation of Action Items to the University Strategic Alignment Process (USAP)

University Resources Policy Committee (URPC)

Overview

The Executive Committee of the IPFW Senate requested Senate Committees to:

1. Communicate with the responsible administrators identified in Action Plan 41 to develop an understanding of the administration's timelines and plans for next steps. This information should be included in your report to the Senate.
2. Evaluate the feasibility of the action items associated with each USAP Recommendation proposed by the administration.
3. Make recommendations on how to proceed with each USAP Recommendation. These recommendations can be an endorsement of the administration's proposed action items, timelines, and plans; a proposal to scrap any or all of the proposed action items; a proposal for an entirely new approach to the USAP recommendation; or whatever else the committee feels appropriate to recommend.

Nine USAP Recommendations were assigned to URPC and each is included in this report. There are often several action items associated with each recommendation in Plan 41 but the committee was assigned some but not all action items in some cases. An appendix that compiles the timelines and plans provided by the administration is attached at the end of the report.

While Action Plan 41 is a list of recommendations, it is important to consider each recommendation in the context of the broader goals and outcomes of the USAP report and Plan 2020. In particular, there has been much focus on the recommended reduction of academic programs to address declining revenues on campus. During our work, even deeper cuts to academic programs were announced as necessary. It was also announced that there is a direct link between USAP and Legislative Services Agency (LSA) recommendations and that linkage was solely focused on academic programs (USAP 2.1-2.3). Given that academic programs directly relate to the core mission of the University, we suggest that any such reductions should be taken only after savings on resources that serve in a supporting role of the mission have been maximized. We also encourage the Indiana and Purdue Boards of Trustees to utilize this broader view of USAP analyses to get a fuller picture of the state of the campus. We find that savings might be found in Action Plan 41 items relating to: the evaluation of administrative positions (USAP 2.1.a), Athletics (USAP 2.11), and student housing (USAP 2.12).

Specific Evaluations

USAP 1.6 – Provide the necessary resources to excel

Plan 41 Action item: Assess unit needs, develop appropriate model to provide necessary resources

Administration timeline and plan: An iterative process for the development of the annual budget is described that broadly includes three steps: 1) initial preparation based on state

appropriation, enrollment trends, guidance from Purdue-WL (e.g. benefits, management costs, and inflation costs of supplies and services), 2) budget guidance and preparation at the unit level that is reviewed by the administration and the University Budget Committee, and 3) budget finalization by the IPFW Budget Office.

Evaluation of feasibility: The plan presented is feasible for annual budgets but it does not consider longer term revenue and cost projections. It also does not address the development of an ‘embedded service model’ at the college level that is envisioned in the USAP report. Under this model, colleges are allocated support to allow greater control over areas such as marketing, IT, communications, advising and retention, data analytics, and advancement.

Recommendation: An effort should be made to go beyond an annual process and project budgets over a longer term. This longer term budget should be shared with the faculty.

The costs and benefits of the ‘embedded service model’ should be investigated by the administration and explained to the faculty. Given the rise in administrative positions over the past decade (Figure 1, below), analysis of the ‘embedded service model’ should demonstrate the educational value of increasing administrative positions at the college level.

USAP 2.1.a – Create viability standards for non-academic programs, events, etc.

Plan 41 Action item: Establish viability standards for non-academic units/programs to inform decisions and resulting action

Administration timeline and plan: URPC was provided with a description of an initiative to create a general framework for positions that is based on three categories: career streams, career levels, and job families. Human Resources started this work in February 2016 and suggests that it will begin to be implemented in November 2016.

Evaluation of feasibility: The plan presented appears to be feasible but no viability standards have been described.

Recommendation: Viability standards should be developed and applied to find savings in administrative costs to guide the application of USAP 2.2 and 2.8. A similar recommendation was made by URPC four years ago in response to a budget shortfall (SR 11-29), yet no progress in this area seems to have been made. Administrative positions in the University have increased by more than 100% since 1995 [SR 11-29, Figure 1 (data updated to 2015)].

To our knowledge, viability standards have not been developed as part of USAP as they have for academic programs. USAP 2.2 calls for the application of these standards to assess programs for closure, restructuring, and investment and USAP 2.8 calls for the reduction of administrative positions. These efforts should be completed prior to, or at least in concert with, action on academic programs resulting from USAP 2.1 and 2.2.

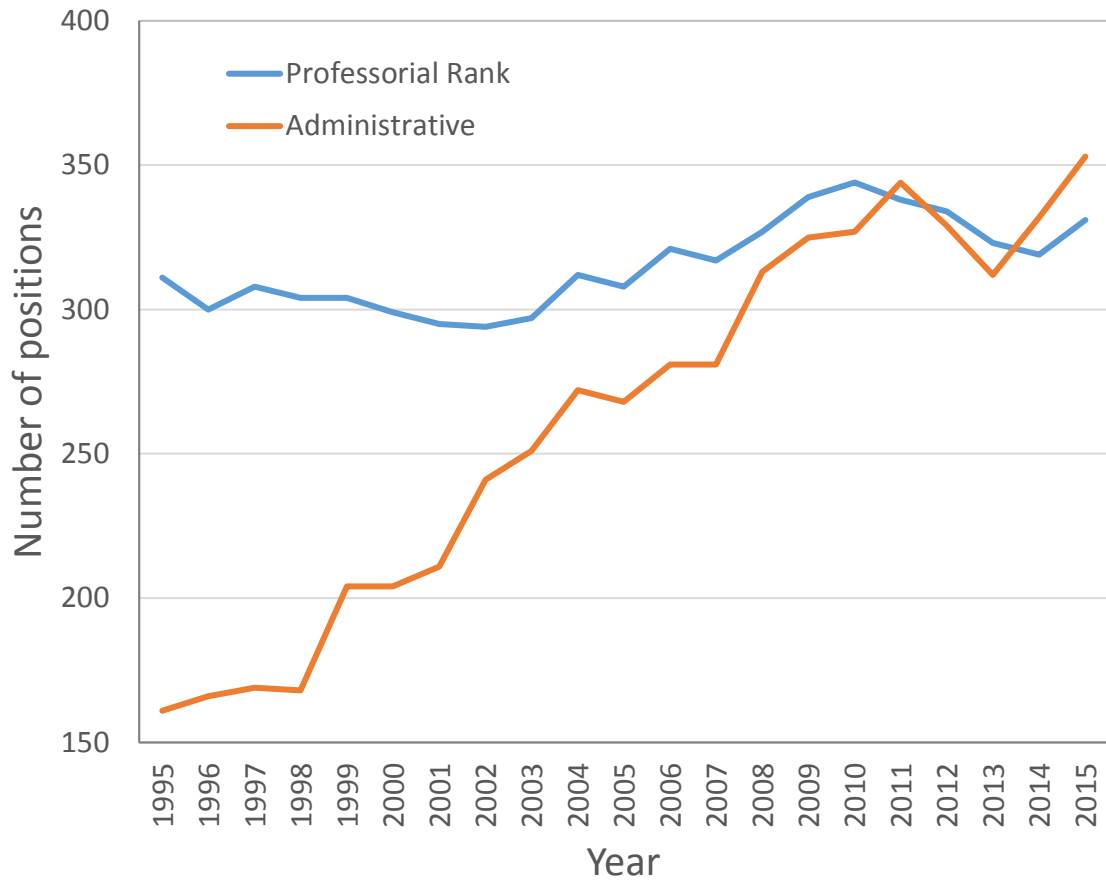


Figure 1. IPFW Administrative to Faculty FTE, 1995-2015

USAP 2.10 – Create and deploy campus sustainability measures

Plan 41 Action item: Appoint Blue Ribbon Panel to include faculty/staff/students/alumni/community to develop plan to make campus more environmentally friendly

Administration timeline and plan: Rather than developing a Blue Ribbon Panel to increase the environmental sustainability of the campus, there is now a plan to put together a committee to identify and promote behaviors that individuals can make to reduce resource use (switching off lights, wearing appropriate clothing in buildings set at warmer and cooler seasonal temperatures, etc.). Structural investments in recent years have reduced energy use, limited water loss through the cooling system, reduced pollutant run-off, and increased re-use and recycling of materials. It is suggested that these improvements will continue as older systems are upgraded and environmental regulations are met but a greater impact on reducing resource use could be found by changing human behavior.

Evaluation of feasibility: The plan has potential for success but there is no timeline nor an analysis of the relative effectiveness of different sustainability measures.

Recommendation: Identify goals for environmental sustainability. Develop an analysis of the relative costs and benefits of sustainability measures to maximize return on investment. Promote the actions that have occurred, and are planned, to increase awareness of sustainability efforts within and beyond campus.

USAP 2.11 – Determine the campus community’s acceptable level of investment in Athletics

Plan 41 Action item: Maintain current investment of 4.4% of general fund budget (2.6% of all funds budget)

Administration timeline and plan: The administration has stated its continued commitment to NCAA Division I status and the Summit League for the foreseeable future. Athletics has undertaken some budget cuts, and the administration plans to have the Athletics budget set as a fixed percentage. This means that Athletics funding will rise or decline with overall student fee revenue and general funds. The administration has pledged greater transparency in the Athletics budgeting process, including making budget data available to the campus community. The administration is also supporting Athletics in its fundraising efforts to increase the proportion of financial support originating outside of IPFW.

Feasibility: Given the current financial status of the university and projections for continued falling enrollment and revenues, maintaining the current investment of 4.4% of the general fund budget in Athletics is not feasible. The administration notes that IPFW’s monetary investment is considerably lower than most schools in the Summit League and non-football schools in Division I, but these comparisons are largely irrelevant to USAP 2.11 since they do not take into account the financial situations at each of these schools or (more importantly) IPFW’s current financial situation. The academic success of IPFW’s student-athletes, which is frequently mentioned in the USAP report and the administration’s future plans for Athletics, is laudable. However, there are 218 student-athletes, compared to IPFW’s overall 2015 undergraduate and graduate enrollment of 12,719 students. Investing nearly \$8 million in less than 2 percent of the overall student population is not sustainable, regardless of the tangible and intangible benefits Division I athletics brings to IPFW.

Recommendations: While the USAP report recommendation 2.11 notes that IPFW must “determine the campus community’s acceptable level of investment in Athletics,” Action Plan 41 states that the current level of investment should be maintained. In other words, the above stated action item in Action Plan 41 does not align with USAP recommendation 2.11. In addition, an extensive survey of student attitudes towards Athletics (SR #14-29, summarized in that report’s Table 31) suggests that while there is support of NCAA Division I among non-athletes in concept, this status did not influence their own recruitment, retention, or engagement with Athletics at IPFW. This latter observation should be kept in mind as the University considers the contribution that Athletics makes in serving non-athletes to advance the educational mission of the University

Therefore, the University Resources Policy Committee recommends finding an alternative to IPFW's status in NCAA Division I. In order to determine the campus community's acceptable level of investment in Athletics, all potential alternative statuses must be considered. These include moving to NCAA Division II, Division III, or to the National Association of Intercollegiate Athletics (NAIA), or discontinuing intercollegiate athletics at IPFW.

This continued scrutiny of Athletics is in line with the 2015-2016 USAP report, which called for the university to "continue to closely study this issue." Given the considerable size of the Athletics budget, which is approximately \$8 million across all funds and approximately \$5 million from the general fund, a reexamination of the level of investment from all angles is warranted and necessary. IPFW's financial situation has changed for the worse since the 2015 Alden & Associates report that recommended remaining in NCAA Division I and in the Summit League, and thus new studies and/or surveys must be quickly undertaken to determine what levels of investment in Athletics are feasible. Financial costs of leaving NCAA Division I identified by the Alden report, especially exit fees and lost revenue, must be carefully considered, but must not prevent the university from undertaking a thorough examination of the future of Athletics at IPFW. It is important to note that exit fees are an unfortunate, but necessary, one-time cost expected to result in long-term savings found in leaving NCAA Division I. Any evaluation should not be undertaken until January 2017 so that the ways IPFW is affected by the release of the LSA report may be taken into account.

In conclusion, as part of the mandate of USAP 2.11, the administration should demonstrate an attractive cost to benefit ratio for maintaining an intercollegiate Athletics program at IPFW.

USAP 2.12 – Adopt policies to maximize revenue in student housing

Plan 41 Action items:

- RFQ to do market analysis of alternative uses
- Generate additional rental revenue during the summer

Administration timeline and plan: The administration has identified multiple alternative uses of vacant spaces that include:

- 1) Establishment of a Senior Living Center (target population: senior residents who can take classes and complete degrees at the IPFW)
- 2) Establishment of an Honors Housing program (target population: students representing the similar majors or programs)
- 3) Other incentives to increase the occupancy rate within the current student community
 - a. Family housing
 - b. Current students - Many students may take into account only the rent expense which is slightly higher than in other living arrangements in their decision-making without accounting for bundled services that they may receive at student housing (free internet, cable, proximity to the campus, etc.)
 - c. Students living in other neighboring states that are eligible for some tuition breaks (embed into the tuition cost the living expenses at IPFW student housing)

- 4) Leasing or selling vacant buildings for other alternative uses
 - a. Fort Wayne Community Housing (target population: individuals who are eligible for subsidized housing options)
 - b. Indiana University's dental or radiology programs may rent/buy buildings and convert them in classrooms & labs

The administration has also identified two uses of vacant spaces during the summer when the occupancy rate declines to 25% of the total capacity of IPFW student housing:

- 1) Summer conferences
- 2) Athletic camps

These two alternatives can be implemented in collaboration with other IPFW units (Special Events, Campus Safety & Campus Food Services) and the City of Fort Wayne's Visitor's Bureau

Feasibility: With respect to the first item, only plans 2) and 3) may have potential for success. The second plan seems to require only minimum investment (low cost alternative), so it can be implemented at any time. The third plan requires more analysis to come up with the right set of incentives to increase the use of student housing among the current student population. The leasing or selling vacant buildings may have a reverse impact on the demand for student housing among the IPFW students. These can be considered more as short-run solutions with ambiguous long-run effects. Likewise, without any analysis it is hard to see that Senior Living Center can be regarded as a sustainable solution. Are there enough seniors who are willing to pursue post-secondary education, therefore, to live on campus?

With respect to summer, it is difficult to evaluate whether the suggested alternative uses would be considered as successful without any preliminary cost-benefit analysis.

Recommendation: The current occupancy rate is 75% which is only 10% points shy of the break-even rate (85%). The current situation with underutilization of student housing cannot be classified as critical. Therefore, the actions should be directed toward increasing the use of student housing services among current students (IPFW or Ivy Tech) instead of converting the units for other purposes (leasing or selling the units). There are uncertainties with respect to future demographics of IPFW students; however, demand for student housing may increase over time increasing the occupancy rate without drastic actions. If the occupancy rate declines to some critical level, then the alternative uses should be considered.

USAP 3.4 – Invest in the Enrollment Services Center (“Mastodon Hub”)

Plan 41 Action items:

- Legal limitations prevent use of self-service kiosks
- Implement cross training of staff to deliver services of Mastodon Hub

Administration timeline and plan: Investments for the “Mastodon Hub” have been made in staff (Financial Aid, Registrar, and Student Information Systems), software, S&E, and

marketing. This effort has been funded from savings generated by the elimination of Tennis and was supported by the University Budget Committee. Minimal information was provided concerning kiosks and staff training.

Evaluation of feasibility: It is difficult to assess the feasibility of the plan without information on the number of students that will be served and the expected effectiveness of the service relative to investment.

Recommendation: Carefully monitor the impact of this new student services initiative. The investment in administrative overhead for the initiative should be justified to the faculty.

USAP 3.10 – Invest in the technology needed to enhance student learning, increase the quality of instruction, improve business processes and remain current with student expectations

Plan 41 Action items:

- Continue significant classroom upgrades across campus
- Comprehensive campus-wide needs assessment completed – investment continues as resources are available

Administration timeline and plan: Using funds from legislative appropriation directed at student learning, renovations to 47 classrooms occurred over Summer 2016. Classrooms received new projectors and controls, white boards, furniture and décor. The prioritization process begins with requests solicited from chairs for evaluation by the IPFW Space Committee (includes representatives from physical plant, ITS, faculty, deans, students, registrar, purchasing and the Assistant VC for Teaching and Learning). The committee set priorities based on room usage weighted toward 100 and 200 level classes (to increase potential for retention when most ‘stop-outs’ occur), renovation need, and cost. A survey of the effectiveness of the renovations for learning and general atmosphere was sent to faculty and students in Fall 2016. This overall process is occurring again in 2016 and 2017 in anticipation of approval for additional state funding.

Evaluation of feasibility: The plan appears to be feasible and has been executed with general success in 2016. An important concern that has not been addressed is the long term budget for technology upgrades. Projectors and other IT equipment have a relatively short lifespan but account for a substantial portion of the costs of renovation.

Recommendation: Continue to use the process outlined above and respond to problems identified in the recently completed survey. This will help to refine the process and make future renovations more effective.

The non-recurring state appropriations that have funded the current renovations are helpful but are not guaranteed in the future. It is recommended that the administration plan for the long-term replacement of classroom technology. Likely useful lifetimes for IT equipment should be established at the time of acquisition, and funds should be proportionally set aside each year in

an accumulating pot to pay for replacement at the end of the projected lifetime.

USAP 3.11 – Improve the physical appearance of campus grounds

Plan 41 Action items:

- Engage students, faculty and staff in grounds beautification twice annually
- Engage external community in campus beautification

Administration timeline and plan: A description of the ongoing efforts of the Physical Plant was described but a plan to engage on and off campus volunteers for beautification was not provided.

Evaluation of feasibility: The feasibility of the action items is not possible to evaluate.

Recommendation: Given the other priorities on campus and the recent completion of disruptive infrastructure projects (chiller plant piping, parking lots) this area of investment should receive a low priority. If an effort to recruit volunteers is made, it should be directed at assisting Physical Plant with their work and not unintentionally creating additional long-term maintenance (for example, weed control resulting from extensive new flower beds).

USAP 3.12 – Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes

Plan 41 Action items:

- Create central pool
- Catalog current capital lab equipment and resource needs
- Increase solicitation of companies/industry for equipment replacement budgets
- Create and build equipment replacement budgets
- Lab fees instituted 2 years ago

Administration timeline and plan: No additional information provided.

Evaluation of feasibility and recommendation:

1. Create central pool

Comment. Capital equipment for laboratory and studio classes is expensive. By definition, the cost of acquiring capital equipment exceeds the funds routinely available from S&E budgets. An assessment should be made of current and future needs (see item 2). Funds should be accumulated in a central pool and distributed in meaningful amounts through a predictable rotation to academic units running laboratory and studio facilities. Wherever possible, the distribution of these funds should be leveraged with money from grants and departmental/college resources. Carry-over savings protected from year-end wrap-up,

derived from S&E and other sources, should be encouraged to help departments and colleges meet the need to provide funds for capital acquisitions.

2. Catalog current capital lab equipment and resource needs

Comment. Inventory lists of capital equipment already exist and are of mixed value in assessing usefully-available resources for labs and studios. A catalog of capital equipment in actual use, along with the current uses of this equipment (preferably organized into groups comprising functional units/labs/studios) should be prepared. A priority list of wanted items requested by departments and their Chairs should also be maintained.

3. Increase solicitation of companies/industry for equipment

Comment. Area businesses might have older equipment that can be used in academic programs. Rather than simple solicitation, meaningful relations should be developed between IPFW and local companies resulting in multiple benefits including acquisition of equipment. Care must be taken to avoid becoming burdened with older, out-of-date equipment in poor repair. Used equipment obtained through donations is not a replacement for developing and maintaining well-considered, modern, laboratory/studio spaces.

Of greater value would be work at the chair, dean, VC, and chancellor levels to develop mutual interests and areas of cooperation between IPFW and local industry; where new equipment can be purchased, university/industry collaborations can be developed to foster student learning, and collaborations can be used to create an on-going source of funding for maintenance and development of laboratory/studio spaces. Sean Ryan will be an invaluable resource for this purpose. Fostering these collaborations will require a change in the mindset of faculty and administrators. University/industrial collaborations will need to be viewed as valuable contributions to the core university mission, and of value to the establishment of faculty credentials at the time of tenure and promotion, annual reporting and increments. In return, participating faculty will need to understand the majority of income derived from these relationships must remain with the lab/studio and with the university as a means for maintenance and development of facilities. Any approach must bear in mind the *quid pro quo* mindset of industry that frequently demands a direct and profit-making pay-back for investment.

IPFW suffers from significant departmental isolation that impedes the use of laboratory facilities not located in a home department. Consideration should be given to the development of core facilities, open to all at modest or no cost, operated by dedicated staff/faculty, possibly paid at least partly with soft money derived from grants and contracts.

4. Create and build equipment replacement budgets

Comment. Item 3.12.4 should be expanded to include maintenance along with replacement. Acquisition of capital equipment must carry a commitment from the central administration to provide service contracts on core instrumentation, and guaranteed support for timely repair of ancillary equipment exceeding funds available through S&E. This is especially critical for work done in support of external grants and contracts.

Well-used facilities built around capital instrumentation will become old and out-of-date. Likely useful lifetimes for capital equipment should be established at the time of acquisition, and funds should be proportionally set-aside each year in an accumulating pot to pay for replacement at the end of the projected life-time.

An increased effort at fund-raising to develop support for facilities might be useful to help develop endowed funds for capital replacement.

5. Lab fees instituted 2 years ago

Comment. The \$50/lab-credit fee generates substantial funds which must be used only for the purchase of consumables in direct support of the lab sections that generate the funds. These restrictions are a substantial hindrance to the value of these funds. These restrictions should be removed and replaced with a directive that the funds be used to support all aspects of class-room lab instruction, including the acquisition of capital equipment with shared instructional and research purposes. Funds should be shared among the departments that generate the fee, the colleges and the central administration with the condition that funds centralized at the college and central administration levels be reserved for equipment purchases and maintenance in lab and studio settings.

Appendix: Compiled Administration Input for URPC Review of Action Plan 41

Summary Table: The table shows the input that URPC has received on each of the USAP recommendations and action items.

USAP rec	Action item	Admin Input
1.6 Provide the necessary resources to excel	<ul style="list-style-type: none"> • Assess unit needs, develop appropriate model to provide necessary resources 	X
2.1.a Create viability standards for non-academic programs, events, etc.	<ul style="list-style-type: none"> • Establish viability standards for non-academic units/programs to inform decisions and resulting action 	X
2.10 Create and deploy campus sustainability measures	<ul style="list-style-type: none"> • Appoint Blue Ribbon Panel to include faculty/staff/students/alumni/community (e.g. GM Plant) to develop plan to make campus more environmentally-friendly 	X
2.11 Determine the campus community's acceptable level of investment in Athletics	<ul style="list-style-type: none"> • Maintain current investment of 4.4% of general fund budget (2.6% of all funds budget) 	X
2.12 Adopt policies to maximize revenue in student housing	<ul style="list-style-type: none"> • RFQ to do market analysis of alternative uses • Generate additional rental revenue during summer 	X
3.4 Invest in the Enrollment Services Center ("Mastodon Hub")	<ul style="list-style-type: none"> • Legal limitations prevent use of self-service kiosks • Implement cross training of staff to deliver services of the Mastodon Hub 	X
3.10 Invest in the technology needed to enhance student learning, increase the quality of instruction, improve business processes and remain current with student expectations	<ul style="list-style-type: none"> • Continue significant classroom upgrades across campus • Comprehensive campus- wide needs assessment completed – investment continues as resources are available 	X
3.11 Improve the physical appearance of campus grounds	<ul style="list-style-type: none"> • Engage students, faculty and staff in grounds beautification twice annually • Engage external community in campus beautification 	X
3.12 Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes	<ul style="list-style-type: none"> • Create central pool • Catalog current capital lab equipment and resource needs • Increase solicitation of companies/industry for equipment (deans/chairs) • Create and build equipment replacement budgets • Lab fees instituted 2 years ago 	

Response to 1.6 – Provide the necessary resources to excel (from Warren Soptelean, Director of Budget and Planning)

The following narrative contains a summary of the budget process that is utilized in preparing the fiscal year operating budget. While the majority of the focus is on the General Fund, the budget process encompasses all of the funds related to IPFW.

1. In the initial preparation the following information is gathered, summarized and reviewed by the budget department.
 - a. State Operating Appropriations – Past and Projected Funding.
 - b. Enrollment Trends – Past and Projected Credit Hours. This data is further reviewed by the VCAA to further refine trends and projections specific to individual colleges and programs.
 - c. Guidelines are provided to IPFW by Purdue WL for the following areas.
 - i. Items provided by Purdue - benefits, management and system costs, etc.
 - ii. Guidelines for areas such as inflation costs related to supplies, contracted services, investments, etc.
 - d. Other input provided to the Budget Office by Purdue and IPFW leadership – Chancellor and Vice Chancellors.
2. Budget Preparation and Submission
 - a. Historical data and current year projections for S&W and S&E are provided to the units as a budgeting guide.
 - b. Both Academic and Non- Academic units review the data provided. This data is used along with supplemental information provided by the individual units that relate to the operation of their units to assemble their respective budget requests. These budget requests are then reviewed by the appropriate responsible individuals with knowledge of the units operations.
 - c. All unit budgets are forwarded to the respective administrative team member, (Chancellor or VC) for final review and approval.
 - d. The respective administration team member forwards their approved budgets to the Budget Office.
 - e. The University Budget Committee, with representation of URPC, via the URPC Budgetary Affairs Subcommittee (BAS), reviews the individual unit submitted budgets and makes appropriate recommendations regarding the units budget requests
 - f. These recommendation are presented to the Chancellor for review and incorporation into the budget.
3. Budget Review and Finalization
 - a. The Budget Office oversees the entering of the Fiscal Budget.
 - b. The budget is reviewed on an ongoing basis and is reconciled to the available current fiscal year’s funds to ensure that all expenses have a current year funding source. Exceptions to this are noted in the budget process and are subject to approval by the Chancellor.
 - c. The summarized budget is shared with the Administrative Team and Purdue for approval. If revisions are requested, then the appropriate revisions are made and the summarized budget is resubmitted and reviewed.

Response to USAP 2.1a - Create viability standards for non-academic programs, events, etc. (from Tamara Brownlee via VC David Wesse)

As a reminder, late February 2016, HR-OIE launched the job restructuring project with the outcome of a new job framework. The framework consists of establishing career streams, career levels and job families.

Career streams will identify career type within the organization, characterized by unique responsibilities such as Support, Skilled Trades, Professional, Management, and Executive. Career Levels will be placed in a detailed career leveling guide which will define the accountabilities for jobs at each level, based on the following dimensions: Organizational Impact, Innovation & Complexity, Communication & Influence, Leadership & Talent Management, Knowledge & Experience. Finally, job families will recognize major professional areas, often requiring a unique set of skills. Most career development occurs within a job family. Ultimately, we feel this project will address the USAP 2.8 identified concerns. The objectives are to:

- Create clear and attainable career paths and recognizable differences between jobs,
- Move away from position descriptions, which are highly individualized, to a broader job description that represents a number of individualized positions having a common set of duties, responsibilities, knowledge, skills and abilities
- Create a framework for jobs that reflects the University's structure and sets the foundation for talent management initiatives, such as succession planning
- Align jobs to the new framework
- Develop a "common language" for jobs across the University
- Develop the foundation for a future system-wide approach to compensation management

Response to USAP 2.10 - Create and deploy campus sustainability measures (from Jay Harris, Director of Physical Plant).

The following initiatives have been undertaken by the Physical Plant to help reduce costs and create a more sustainable University.

Background and energy use. IPFW, like every other organization or individual on this planet consumes energy. In our case back in 2010 we used 26 million Kilowatt-hours (kWh) of electricity and over 174,000 dekatherms (DT) of natural gas each year. Our campus has an annual energy budget that exceeds \$4 Million which is paid to public utility companies such as AEP for Electricity, NIPSCO for natural gas and Fort Wayne City for water and sewer. In FY 2015-16 we are seeing a slight reduction energy use in the range of 24 million kWh of Electricity and a slight increase in the use of natural gas to 179,000 DT of natural gas. However, since 2010 we have added the Student Services Complex approximately 175,000 SF which includes the bridge connection between Walb and the Library, the book store and coffee shop, the international ball rooms, International Education headquarters, the fieldhouse, fitness areas, and a significant amount office, conference space and public toilets. Parking Garage III has been completed to accommodate 1000 vehicles. The Gates Gymnasium has been air conditioned. The Modular Classroom Building (21,600 SF) has been added to the campus classroom inventory. The consumption of electrical

energy units has remained about the same, and the units of natural gas has increased by just over 45% as we convert from reliance on electrical energy for heating to the more efficient natural gas.

Over the past two years we have undertaken significant campus and building infrastructure projects with the expressed purpose of reducing energy consumption. Projects like the replacement of the four main HVAC (heating ventilating and air conditioning) units in Kettler and upgrading and replacement of most of the high voltage and electrical distribution system in Kettler were designed to save energy, manage environmental conditions better and make our systems safer and more reliable.

The Helmke Library renovation project which will provide an improved learning environment was driven in part by the need to replace worn out and inefficient infrastructure. The original electric heating system is being replaced with a more efficient and reliable gas fired hydronic system with direct digital controls and a better monitoring systems. The original building lighting will be replace with LED lights. The renovation of the library infrastructure is expected to reduce energy consumption in that building by as much as 60%.

Air conditioning on a campus is provided by the Chiller Plant at the north end of campus. This facility creates chilled water that is distributed by a system of underground pipes that extend from the Plant through the heart of campus under Mastodon Way to each building on campus. The main supply and return pipes, which were installed in the late 1960's, are 24" diameter and made of carbon steel. Over the years those pipe have corroded resulting in multiple small leaks which when combined resulted in a daily loss of over 40,000 gallons per day of water. This loss had to be made up by adding water to the "closed loop system" and required adding costly water treatment chemicals. In the winter and spring of 2016 a project was undertaken to line the inside of the mains with a fused polymer sleeve. New isolation valves and connections to individual buildings were installed to provide better control. A second project replaced pumps and added new controls to optimize the Chiller Plant operations. The end result is that the water loss is now down to less than 400 gallons per day. Last year during peak periods in the cooling season it required two and sometimes three chillers to be operated, whereas this season it has taken only one chiller to keep up with demand.

Historically University Buildings have been designed and constructed to be "100 year buildings". That means that the structures themselves, built of concrete, steel and masonry, are intended to be safe and functional for at least 100 years. However, mechanical, electrical and plumbing systems, need to be replaced within 35-50 years. Since IPFW is now over 50 years old many of the buildings on campus have mechanical and electrical equipment and systems that are at or beyond normal life expectancy. Not all of the equipment will need to be replaced, but controls and linkages may still need to be upgraded and/or recalibrated.

The University has undertaken several energy savings projects since 1999. These projects range from replacing electric fired boilers with natural gas boilers, to replacing light fixtures and/or ballasts to convert from T12 to T8 florescent lamps, to the implementation of water saving features on all water fixtures, to the installation of sensors to turn vending machine light off when no one is near them, to the retro-commissioning of four major buildings (Kettler, Neff, Science Building and Engineering Technology) to replacing pneumatic controls with Direct Digital Controls. One significant cost and use of energy is in the illumination of campus and campus buildings. Where possible incandescent lamps have been replaced with compact florescent lamps. Our current plan it to replace most if not all of our campus

fixtures with LED fixtures. Physical Plant has made a commitment to only replace or add new LED lighting for reasons of sustainability. All of these efforts incrementally reduce energy consumption.

Human behavior is another component of energy consumption, and it is extremely difficult to manage. People need to take the initiative to switch off the lights, lower the hood sash, put on an extra layer of clothing in the winter, and understand that it might be a bit warm and humid in Indiana in the summer and a bit cold in the winter. Changing human behavior is infinitely more difficult than building or modifying buildings but it could have some of the most rewarding cost and energy saving results.

As a partner in the NPDES (National Pollutant Discharge Elimination System), Fort Wayne District, the University is managing storm water to reduce the amount of pollutants entering the rivers and aquifers. Best management practices such as the separation of storm and sanitary sewers into independent systems has been done. The careful use of salt on the roads, and an increase in the use of brine and ice melt on walks coupled with effective mechanical removal of ice and snow effectively keeps sand out of the storm water system. The University has constructed significant storm water detention basins and intends to construct more rain gardens and bio-swales to allow natural systems to filter out contaminants. The University carefully monitors all outfall locations for storm water on campus and has protocols in place for the elimination of pollutants found to be discharging from these structures.

Two major pedestrian bridges have been constructed using Transportation Enhancement funds which promote pedestrian and bicycle access to campus and reduce the need for vehicular transport. There are plans to add one more bridge across Coliseum to help connect the campus to existing bicycle and pedestrian trails on both sides of the highway.

Tree planting programs on campus have provided enhanced visual and natural cooling conditions. Approximately 15 % of the campus acreage has been preserved as natural woodlands, providing wonderful environmental areas for people and habitats for wildlife. On the main campus there have been some trees removed to make way for building and drives, but for every tree that has been removed five to seven new trees have been planted.

Recent building projects such as the new Student Services Library complex (approximately 172,000 SF) have been designed to take advantage of natural day-lighting, which reduces the need for artificial lighting during most of the time the campus is open for operations.

Building Services and maintenance operations use as many products and processes as possible that are environmentally friendly and reduce energy consumption. Examples of this are the exclusive use of low odor low VOC paint, paper products that are made from recycled materials, preventative maintenance programs to keep HVAC systems operating at the highest efficiency possible, and the use of organic fertilizers along with carefully managed weed and pest controls to be timed to be effective with the lowest possible rates.

Land fill diversion (reducing our waste stream) has been a long term goal of the Physical Plant. The University has ongoing recycling efforts for office paper, beverage cans and bottles, and separate systems to process electronic equipment (e-waste) and scrap metals collected from building renovation projects. The Single Stream Comingled recycling plan has been in place for several years. All staff are encouraged to use this service. Construction standards have incorporated metals and plastics recycling into all new projects for the past 10 years. Also the University has incorporated the use of Green

Building practices, as set forth by the USGBC, within its construction specification for about the same time period.

Salvaged and surplus furniture and equipment are being marketed for reuse or dismantled and sorted into commodity product streams that will be reused in innovative manufacturing processes. Our construction projects require contractors to sort and separate materials from demolition activities into containers so that most of the volume of material can be recycled rather than taken to land fill sites.

The Physical Plant has implemented as many online electronic forms as is practical to reduce paper use. All of the Drawings and specifications for construction projects that we do with outside contractors are distributed electronically as digital images. Most construction correspondence is managed electronically. Only financial data is processed in hard copy as required by Purdue as a part of the capital construction process.

Response to 2.11 – Determine the campus community’s acceptable level of investment in Athletics (from David Wesse, VC of Financial Affairs):

- In response to the concerns shared in an earlier report of the University Resources Policy Committee (URPC) and as part of the university’s own due diligence, IPFW engaged Alden & Associates, Inc., to review our IPFW athletics program.

We asked Alden to provide recommendations on potential cost-cutting measures and their impact on the university’s compliance with Title IX, NCAA regulations, and other contractual obligations.

The scope of the study included both small and large-scale possibilities, including changes such as reclassification from NCAA Division I to Division II.

After careful review, the consultants produced a detailed report with these recommendations:

- Remain in NCAA Division I and continue focusing on developing an athletics program focused on quality in every area, particularly in the student-athlete experience.
- Evaluate the number of sports offered.
- Expand fundraising in an aggressive and strategic manner.

Financially the report highlights:

“The (IPFW) athletics budget maximizes the resources available and has been astutely developed but has suffered setbacks.”

“Financially, the institution’s intercollegiate athletics program sits in the bottom 15% of NCAA Division I...”

It should be noted that the report also highlights the academic performance of our student athletes:

“The overall GPA for IPFW student athletes for the fall 2014 semester was 3.17. It is worth noting that this is the fourth consecutive year that the student-athletes earned a 3.1 or higher; for the past 12 years, IPFW student-athletes have earned GPA’s at or above a 3.0.”

“In comparing the 2007-2008 Freshman Cohort Graduation Rates of IPFW’s student athletes of 59% to the overall undergraduate students’ graduation rate of 25%, it is significantly higher than the IPFW undergraduate student graduation rate.”

The complete report is attached.

- As part of a continuing effort to focus on its institutional mission while meeting the challenges of the current budgetary environment, IPFW discontinued the men's and women's Division 1 tennis teams at the end of the 2014-15 athletic year. This provided \$450,000 for reallocation and reinvestment in university programs focused on student success, retention, and recruitment.

When the above was done IPFW announced its commitment to continuing in NCAA Division 1, with 14 men's and women's teams. The decision to eliminate the tennis program was based on the both the recommendations of external consultants and an internal review with the goal of gaining the greatest benefit while making the least impact on students and staff.

- Below are links to the NCAA Financial Audit and USA Today’s list of NCAA Division I athletics programs and finances.

The NCAA requires that institutions submit revenues and expenses for their athletic department as well as other general information annually. Categories of revenues and expenses are provided but Institutional Support and Student Fees are shown as revenue.

USA Today provides a different presentation of the NCAA Financial Audit information by providing a revenue category called Total Subsidy. The Total Subsidy amount is made up of Student Fees and School Funds (Institutional Support and Indirect Facilities). IPFW is ranked 220 of 231 public institutions and 9 of 9 in the Summit League in funding. IPFW is designated as a Limited Resource Institution which means bottom 15% of funding among all Division I programs.

http://sidearm.sites.s3.amazonaws.com/ipfw.internetconsult.com/documents/2016/8/17/IPFW_NCAA_Financial_Audit_2014_15.pdf?id=3656

<http://sports.usatoday.com/ncaa/finances/>

- Under the proposed 2.11 Plan 41 response, if IPFW’s budget were to decline by 5%, the IPFW Athletics budget will decline in proportion, with decreases coming *both* as a result of lost student fee revenue *and* a reduction in the General Fund subsidy.

However, apart from Plan 41, Athletics is now cutting its budget as part of the current budget reduction process. They have a target for budget cuts, plus the hiring freeze has impacted a number of positions that will not be filled - including one position frozen in Athletics and one position from the retirement incentive.

Keep in mind that university budget increases or decreases impact only the general fund subsidy portion of the Athletics budget. Under the recommendation the subsidy would be fixed as a percentage of the university current budget. So the subsidy would increase or decrease dependent on the overall size of our university budget. The percentage will remain unchanged, but the amount of the subsidy could go up or down – dependent on the overall size of the university budget.

Apart from the above, Athletics is, of course, being supported in its efforts to raise its own donations and to seek other sources of revenue. An example of this is the fact that IPFW Athletics recently proceeded with an Under Armour (UA) partnership for IPFW athletic performance gear. Under Armour is making a significant move into the world of collegiate sports. The total value of the IPFW agreement with Under Armour nears \$1 million, in total, over a ten year period.

- Peter Iadicola, at the request of the Senate, conducted a student and employee survey about IPFW Division I sports. Surveys were completed by 1,963 students and 678 faculty and staff members. Results of the survey found that 86% of students and 80% of faculty and staff agreed or strongly agreed that “The athletic accomplishment of our students in the D-1 athletic programs increases the prestige of IPFW,” and 86% of students and 65% of faculty and staff agreed or strongly agreed that “IPFW should continue to participate in Division 1 Athletics.” Specific benefits of Division I athletics included, among others, “creation of community and school spirit, creating student oriented events, and contributing to a positive image for the university in the local community and the state of Indiana.” The results of the survey supported the recommendations of the Alden Group, IPFW’s national athletic consultants, who reached many of the same conclusions.

A complete copy of the survey is attached.

IPFW is committed to Division 1 status, the Summit League and the fielding of competitive sports teams for the foreseeable future. This is being accomplished while our Athletic budget is ranked, per USA TODAY, as the 220th lowest funded Division 1 team (out of 240 or so) in the US. While not all IPFW teams may have positive won/loss records, we believe that all teams have proven to be very competitive both in their athletic and academic endeavors. Attached Senate Reference No. 13-38 speaks clearly to many of these accomplishments (benefits) in the second half of the report.

To enhance transparency, financially, the accounting for IPFW Athletics has been transitioning from a mix of some funds coming from IPFW's Continuing Ed revenue and some funds from the general fund to a process where all funding will be accounted for as flowing through the general fund.

The Budget office is working closely with the Business Manager of Athletics to assure effective and efficient use of resources while ensuring accountability and transparency. Also, to increase transparency, as suggested in the USAP report, an announcement will be made to the campus via 'Inside IPFW' or the 'Chancellor's Greeting' that the most current audited NCAA " Consolidated Statement Of Revenue and Expenses" report (see attached) will be linked to the Athletics' home page. In addition there will be a link to the Equity in Athletics Data Analysis (EADA) where interested parties can search for IPFW athletic data over time and/or in comparison to other programs <http://ope.ed.gov/athletics/#/>

Response to 2.12 – Adopt policies to maximize revenue in student housing (from David Wesse, VC of Financial Affairs):

Currently, IPFW has completed a Request For Information (RFI) regarding the possibility of having a Senior Living Center on campus in one of the facilities at Housing and to determine the demand in the market for such arrangements. The RFI was only the first step in many before identifying this as the option to pursue as an alternative use of the facilities for the near term. Options such as leasing a building or potential selling a building for this alternate use have been discussed, but will need a more defined scope to determine viability based upon financial regulations related to the debt issued for the construction of the facilities. Other potentially viable opportunities may include a dedicated Honors Housing Building, a Living Community model where students of similar majors could be grouped by floors or other opportunities not yet identified. To proceed with any alternative use, thorough market analysis will have to be completed, evaluated and then a model will need to be developed in such a way that the outcomes contribute positively to the mission of the University.

Once the Spring Semester is complete in May, IPFW Student Housing has traditionally seen occupancy levels decline to roughly 25% of capacity for the summer. During the time frame of May, June, July, and August, opportunities such as summer conferences and Athletic Camps can generate some revenue to help supplement the budget and make use of the facilities during the period in which they are vacant prior to the Fall Semester. Currently, the pool of conferences is minimal, so to grow this rental opportunity at IPFW Student Housing, we will focus on collaborating the efforts of Special Events, Campus Safety, Campus Food Services, Student Housing and the City of Fort Wayne's Visitor's Bureau to make IPFW available for multiday events that can allow conference attendees to stay at our Housing during the events. This new opportunity will take some time to grow. We will begin with smaller events, as available since these types of events are normally booked out a couple of years in advance, while we learn and continually develop the business model for this new venture while being mindful of the financial regulations related to the debt of the facilities.

Response to 3.4. –Invest in Enrollment Services Center (from David Wesse, VC of Financial Affairs):

Funds for the creation of the Mastodon Hub came from cutting Tennis and votes by the University Budget Committee on the disposition of funds is given.

- *“Enrollment Management requests \$85,000 for the SLATE Customer Relationship Management Software License. UBC endorses the allocation of \$85,000 on a recurring basis from the FY 2017 “Tennis Money,” but requests that the Vice Chancellor for Academic Affairs and Enrollment*

Management provide annual updates to the UBC on the performance of the software. **10 in favor of the recommendation, 0 opposed.**

- Enrollment Management requests \$115,398 (including S&W and Fringe Benefits) for three CULs for Financial Aid and \$109,200 for two CULs for the Registrar to staff the new Enrollment Services Center. UBC endorses the allocation of \$115,398 for three Financial Aid CULs and \$54,600 for one Registrar CUL to staff the Enrollment Services Center, to be funded on a recurring basis from the FY 2017 "Tennis Money." **9 in favor of the recommendation, 0 opposed.**
- Enrollment Management requests \$22,544 to increase the S&E budget for Student Information Systems. UBC endorses the allocation of \$22,544 for Student Information Systems S&E on a non-recurring basis from the FY 2016 "Tennis Money." If Enrollment Management requests an increase to the Student Information Systems S&E budget again next year, we highly recommend that the request include a report on the uses of this year's non-recurring allocation and any resulting performance improvements. **10 in favor of the recommendation, 0 opposed.**
- Enrollment Management requests \$134,440 (including S&W and Fringe Benefits) for two business analyst positions in Student Information Systems. UBC endorses the allocation of \$134,440 for two business analyst positions in Student Information Systems, to be funded on a recurring basis from the FY 2017 "Tennis Money." **10 in favor of the recommendation, 0 opposed.**
- Enrollment Management requests \$50,000 to be added to the existing budget of \$250,000 for Call to Action Marketing. UBC endorses the allocation of \$41,158 for Call to Action Marketing on a non-recurring basis from the FY 2016 "Tennis Money." **10 in favor of the recommendation, 0 opposed.**
- Enrollment Management requests an increase of \$11,371 to the Financial Aid S&E budget for postage as a result of new requirements for financial aid mailings. UBC endorses the allocation of \$11,371 for postage for Financial Aid S&E, to be funded on a recurring basis from the FY 2017 "Tennis Money." **10 in favor of the recommendation, 0 opposed.**
- Enrollment Management requests an increase of \$15,000 to the Registrar S&E budget for the purchase of new computers for new staff and for training and professional development. UBC does not endorse the allocation of \$15,000 for Registrar S&E, and recommends that any increase in the Registrar S&E budget be funded through internal reallocation from within Enrollment Management. **9 in favor of the recommendation, 0 opposed."**

Response to 3.10 – Invest in the technology needed to enhance student learning, increase the quality of instruction, improve business processes and remain current with student expectations (from David Wesse, VC of Financial Affairs):

During the summer of 2016 the following twenty-two (22) classroom technology upgrades were completed:

Kettler Hall – 9 classrooms upgraded to Crestron digital touch panel controls including new projectors, Bluray players, and document cameras. Two of these rooms have multiple projectors.

Neff Hall – 5 classrooms upgraded to Crestron digital touch panel controls including new projectors, Bluray players, and document cameras.

Science Building – 4 classrooms upgraded to Crestron digital touch panel controls including new projectors, Bluray players, and document cameras.

Liberal Arts – 2 classrooms upgraded to Crestron digital touch panel controls including new projectors, Bluray players, and document cameras.

Dolnick Center – 2 classrooms upgraded to Crestron digital touch panel controls including new projectors, Bluray players, and document cameras.

15 of the aforementioned rooms received new lecterns as well.

This new classroom model provides a great user experience by delivering crisp images and audio with simple and intuitive controls.

ITS has provided cost estimates for classroom technology upgrades / replacements for an additional 40 classrooms in Kettler Hall, 12 classrooms in Neff, and 21 classrooms in Neff, as part of a \$17 million funding request for FY 2018.

Communication plan relating to 3.10 (from Marcia Dixson, Assistant VC for Teaching and Learning)
(black indicates what was done this time, blue indicates changes for next round)

Summer 2015: Physical Plant contacted Assistant Vice-Chancellor for Teaching and Learning (AVCTL, on the first day of her new job 😊) to request information about what faculty want in classrooms given state money to be used for that purpose.

Early fall 2015: Classroom space committee was formed including representation from: physical plant, ITS, faculty, dean, student, registrar, purchasing (later in the process), and AVCTL.

Early fall 2015: Requests were solicited from chairs regarding what renovations they felt would enhance the learning environment in rooms for which their department had priority scheduling. We received 72 requests as part of this project.

Fall 2015: The classroom space committee first considered criteria to use when evaluating the requests. These included:

- Room usage: How many students (given Fall 2015 numbers) were currently using the room? How many of the courses offered were 100 and 200 level (which is when we currently lose the most students)?
- Renovation need: How recently was this room renovated, if ever?

- **Cost:** How much will it cost to renovate this room (given we had specific limited funding).

Early Fall, 2016 (for renovations in Summer 2018): Given previously generated criteria and average cost/square foot in each building, Space Committee (AVCTL, Registrar and Physical Plant) will do priority ranking of rooms - accomplished

Mid Fall 2016/Spring, 2017: If we get approval/funding, chairs of departments with priority scheduling for those rooms will be asked for the type of renovation that would be most useful to the kind of teaching generally done/desired.

Late Fall 2016: Send list of the nine rooms we expect to renovate in Summer 2017 to chairs who had requested these renovations in the previous round.

Spring, 2017: If indicated by the nature of the requests, the classroom space committee will be reconstituted to make decisions. List given to Registrar to move classes for Summer 2018. Any changes of capacity also made with Registrar and departments to move courses beginning Fall 2018.

Fall/Spring 15/16: Let chairs know the priority ranking of rooms and if we cannot do all of what they wanted.

Spring 2016: Piloted new furniture in one room in LA. Move summer classes from rooms to be renovated.

Summer (bleeding into fall) **2016:** Do the work in the six-eight or twelve-fourteen weeks that the rooms can be emptied (depending on the room)

Just before fall classes 2016: Moved classes for which new furniture caused more of a decrease in capacity than expected.

Summer 2017: Renovation of nine rooms

Fall 2017: Pilot any new innovations that could be in multiple classrooms. Get finalized list to departments regarding rooms and expected changes.

Spring 2018: If we get approval/funding, get expected construction timeline to departments and the campus as a whole.

Summer 2018: Do at least three updates regarding construction. Offer training for any new tech put in rooms.

Fall 2018: Troubleshoot (if we do many rooms, there is no expectation that everything will be perfect although we certainly will test during summer). Get feedback about changes and how well they are working. Goal: 8 or above for overall means. Celebrate a job well done!

Response to USAP 3.11 - Improve the physical appearance of the campus grounds (from Jay Harris, Director of Physical Plant).

First of all it must be acknowledged that “beauty is in the eye of the beholder”. It must also be stated that the grounds of IPFW is first and foremost a college campus, not a botanical garden or arboretum. It is also fair to say that over the past five years as budget cuts have impacted the Physical Plant that high maintenance features like large plantings of spring, summer and fall annual flowers had to be drastically pared down. Very limited plantings of hardy annuals at key locations have been maintained. Many of the annual flower beds have been replanted with perennials. Even some of the perennial beds have been reduced because of the significant labor expense in keeping them weed free and healthy. A number of large trees have been removed from campus either because of disease or insect invasion like emerald ash bore which has killed off most of the ash trees on campus. Other trees have been removed because of storm damage or they have overgrown the space in which they were planted. In some cases trees have been removed to make way for roadway improvements, or for some new building addition or site change. Other maintenance cost savings and sustainability measures have included leaving some large unused turf areas such as between Broyles and Crescent Ave. in a natural state with only a narrow boarder surrounding this prairie like area manicured.

On a more positive note, the quality of the turf campus wide has been drastically improved with in implementation of environmentally friendly organic fertilization, careful limited use of herbicides and pesticides. Newer disease and drought tolerant varieties of grass have been introduced where ever possible. As a result fewer broad leaf weeds are present on campus which not only helps the appearance of the turf areas but improves the health of campus lawn areas as well.

Even though there have been a number of larger trees lost, there has been an intentional tree planting program that has installed well over 1000 trees in the past ten years. There has also been an intention to use a wide variety of trees so that the impact of trees lost to disease and pests in the future will have less impact on campus.

In an effort to respond to the National Pollutant Discharge Elimination System (NPDES) mandated by the EPA and IDEM a number of storm water retention and detention basins have been created including bio swales and rain gardens. The rain gardens have a large variety of native plants that can survive in the unusual environment where it can be flooded at some points and dry at others. These natural filters help to improve water quality of the rivers from which Fort Wayne draws its drinking water.

Irrigation of important turf and landscaped areas is expensive because we must use domestic city water as the source. A recent project to isolate our irrigation system and meter its use will cut our water bill nearly in half because we will not have to pay the sanitary sewer rate for that water use. As a result we will be able to introduce irrigation into some key areas like the Science Mall and the areas on the both sides of the main walk way between campus and student housing. Those projects will be undertaken in the next few months. Along with the planting of several new trees through the heart of campus to help it become greener and more pleasant.

Most of the intensive site work that has disrupted the campus landscape over the past several years is now complete. Once the base plantings of trees have been completed and turf area restored, there will be an opportunity to look at a few small pockets of space near entrances and along major walks where some shrubs that exhibit interesting flower, fruit and fall color as well as perennials and a few annual flowers will be introduced into the campus fabric.

Since the landscape is a living and growing organism there will be new life, growth, but also death. The goal is to find the right balance that will fit within our capacity to maintain the landscape and to introduce new plants and site features to the campus grounds that enhance the campus experience and provide a safe environment for everyone. Any and all additional funding directed toward campus beatification will be used to escalate this plan and process.

The same Landscape Architect that designed the original plantings around Kettler, Neff, Helmke and Walb over 40 years ago is being consulted on the future development of the rest of the campus landscape.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: October 31, 2016

SUBJ: Subcommittee reports on Action Plan 41

WHEREAS, on September 13, 2016, the Executive Committee of the Fort Wayne Senate charged Senate committees and subcommittees with reviewing and reporting upon the action items contained in "Action Plan 41" associated with USAP Recommendations 2.4, 2.5.4, and 4.3; and

WHEREAS, the subcommittees met subsequently to create written reports (attached) to document due diligence; and

BE IT RESOLVED that the Fort Wayne Senate recognize the attached reports are a clear indication that the charges were met and tasks completed.

Action Plan 41 – Senate Library Subcommittee Report on Recommendation 3.9

The Senate Library Subcommittee was tasked with responding to the following item in Action Plan 41:

III. Invest to Generate Revenue – Invest in retention and student success – Invest in new and expanded programs – Invest so units can excel

3.9 Invest in Helmke Library

Plan 2020 Alignment: I.B.

Action Items:

1. Implement fundraising plan for naming opportunities
2. Increase digital collections holdings
3. Increase number of discipline specific librarians

Responsibility: VCAA/EM, VCFAA

Senate committees and subcommittees were charged with writing up a brief report that does the following:

1. Communicate with the responsible administrators identified in Action Plan 41 to develop an understanding of the administration's timelines and plans for next steps. This information should be included in your report to the Senate.
2. Evaluate the feasibility of the action items associated with each USAP Recommendation proposed by the administration.
3. Make recommendations on how to proceed with each USAP Recommendation. These recommendations can be an endorsement of the administration's proposed action items, timelines, and plans; a proposal to scrap any or all of the proposed action items; a proposal for an entirely new approach to the USAP recommendation; or whatever else the committee feels appropriate to recommend.

1. For 3.9, the administrative timeline and plan (in this case from the Vice Chancellor for Academic Affairs) is as follows:

Priority: Academic Affairs Primary Task

Recommendation: Invest in Helmke Library

Task: Continue to make strategic investments in Helmke

Date: Ongoing

- Action Item 1: Work closely with IPFW Advancement team during the Library and Learning Commons Naming Opportunities fundraising campaign and ongoing fundraising efforts
- Action Item 2 and 3: Meet with VCAA one/month to discuss library needs
- Action Item 2: Prepare budget request according to VCAA process
- Action Item 3: Prepare librarian and staff personnel requests according to VCAA process outlined in [OAA Memorandum 15-3 Guidelines for Faculty Position Requests](#)

2. For 3.9, The Subcommittee notes the following regarding the feasibility of the action items:

Action Item 1: Implement fundraising plan for naming opportunities

- Library and IPFW Advancement have launched the Naming Opportunities Campaign and are already receiving donations through that campaign. This campaign ends December 31, 2016
- **Feasibility:** Ongoing annual campaigns to add to the Library Endowment and the proposed Technology Endowment should be feasible and effective.

Action Item 2: Increase digital collections holdings

- Subscription-based digital collections (e.g., e-journals, e-books, databases)
 - Continued annual zero-based evaluation of serials subscriptions
 - Current annual budget request for serials in the last three budget cycle has been based upon average serials price increases (5-7% in recent years), and
 - Requests by departments for items needed for new programs or expanded programs.
- **Feasibility:** VCAA has been able to increase serials budget by the recommended percentage increase in serials prices (which maintains the current collection). VCAA has not been able to increase budget to add new subscriptions for new programs or expanded programs in the last two budget cycles.

NOTE: Anticipated changes in the IPFW Management agreement that could require a split from the IU Library system to the Purdue library system will be extremely costly (over several million dollars) and will significantly reduce access to research resources for students and faculty.

- Digital collections created by the library (e.g., mDON, Opus, Digital University Archive)
 - mDON: Adding new collections at a very reduced rate, due to lack of staff and funding. Applying for federal grants under the Library Services and Technology Act and developing more partnerships with campus and community groups is a priority.
 - Opus: Continued thoughtful and forward-looking reorganization and training of staff and librarians has made it possible to implement and manage current Opus collections. There remain very few resources for continued growth.
 - Digital University Archive: Addition of one new staff and a small S & E budget for the creation of phase one of a digital university archive.

- **Feasibility:** With the budget shortfall, it may be difficult to appropriate additional funds for digital collections. The top priority is filling the Digital Initiatives Assistant position that has been frozen in order to build the university archives before materials are lost. It is especially important to preserve the university's history as we anticipate undergoing several changes in the near future.

Action Item 3: Increase number of discipline specific librarians

- Due to a retirement the library will be losing its Head of Technical and Information Technology Services in the Spring 2017 semester. This librarian position is mission critical for IPFW. All electronic resources are purchased, linked and maintained by this librarian. The librarian makes sure electronic resources are available on and off-campus, 24-7. The librarian also works with our vendors and our consortia libraries to negotiate the best contracts for our resources. This position must be filled as soon as possible. In addition, anticipated changes in the IPFW Management agreement that could require a split from the IU Library system to the Purdue library system will require a complete change in the library's cataloging, circulation, acquisition, and, public access catalog. Many of these changes will need to be made and managed by the Head of Technical and Information Technology Services. IPFW cannot make a transition of this magnitude without a librarian in this position.
 - University Archives Assistant position that was recently frozen also needs to be filled in order to fulfill our commitment to preserving the history of IPFW. Harvesting and digitizing university documents, photos, and media has slowed considerably due to lack of staff.
 - Depending upon the changes in programs at IPFW, the library has had long-range plans to have three librarians associated with COAS – Science, Social Sciences, and Humanities.
 - The library is also in need of an instructional designer to help with online tutorials and other teaching tools for information literacy.
- **Feasibility:** It is mission critical that we fill the Head of Technical and Information Technology Services position in order to insure access to our e-collections both on- and off-campus and to work with IU, Purdue and other Indiana academic libraries to negotiate subscription contracts favorable to IPFW.

NOTE: Anticipated changes in the IPFW Management agreement that could require a split from the IU Library system to the Purdue library system will require a complete change in the library's cataloging, circulation, acquisition, and, public access catalog. Many of these changes will need to be made and managed by the Head of Technical and Information Technology Services. IPFW cannot make a transition of this magnitude without a librarian in this position.

3. Senate Library Subcommittee Recommendations

The library is in agreement with the USAP recommendations and the administration's proposed action items.

However, impending changes in the IPFW management agreement and relationships with Purdue and IU library systems will inevitably disrupt the current effectiveness and quality of library services. These current action plans will need to be re-addressed when the final results of the IPFW Management Agreement is reached.

Senate Advancement Advisory Subcommittee – Report on Action Plan 41 Recommendations

The Advancement Advisory Subcommittee met on October 19, 2016 at 6pm, where Vice Chancellor Fincannon and Jack Patton gave presentations on the Office's activities as well as its plans and timelines regarding the various items related to the Office's involvement in Action Plan 41.

Our subcommittee was charged with providing recommendations on the following Action Plan 41 items: 3.7, 3.8 (marketing-related aspects) and 2.9 (marketing-related aspects). The committee unanimously found the Office's plans and timelines a reasonable response to the recommendations. Below each bullet point below we include a description of the Office's plans and timelines. With this report, we include the slides from the presentation Vice Chancellor Fincannon gave to us as well as a copy of the website modernization plan, shared with us by Jack Patton.

We are happy to answer any additional questions URPC might have about what our committee learned during our meeting. We are also happy to meet again to provide further recommendation or deliberate over additional items URPC may charge to us.

Respectfully submitted,

Stephen Buttes
Assistant Professor of Spanish and Culture Studies
Chair, Advancement Advisory Subcommittee

3.7 Develop and implement a strategy for increasing endowments, sponsorships, student scholarships, and fundraising at all levels by providing appropriate resources to Advancement, making it a university-wide strategic priority

- Develop deans' initiatives programs for academic fundraising
 - Vice Chancellor Fincannon's office held a workshop in fundraising for the deans in Fall 2016 and plans to continue and improve these initiatives in the coming years.
 - College Advisory Councils are a point of focus for deans' activities in development.
- Establish general scholarship fund
 - No specific information on a general scholarship fund was discussed during our meeting, but 59% of the Office's raised funds (\$6,670,124 in 2016) is marked for student support. A portion of this money is targeted for scholarships. Some scholarships are distributed to students with specific degree programs.
- Set specific fundraising goals with identified projects
 - A featured initiative is the Weitzman Society, which began with a 3 million dollar gift from the Weitzmans. These scholarships go to one education and one engineering student each year, to honor the donors. This project has expanded into the Weitzman Society, which is an initiative focused on planned giving (or, remembering IPFW in a will or estate). The Office has acquired 28 planned gifts through this initiative and has a target of 100 for 2016.
- Implement ongoing professional development for deans and chairs
 - Deans' workshops will be implemented on a regular basis.
 - Vice Chancellor Fincannon's office has been surveying development activities pursued by chairs (e.g. finding out information about department newsletters, possible solicitations made by chairs, etc.). This information will be integrated into the Office's plans for the future.
- Establish student scholarship fundraising as a dean-level priority for AY 16/17
 - This was a topic developed in the deans' workshop listed above.
- Target corporate contributions
 - The Office has plans to develop 1-, 3- and 5-year targets for corporate contributions. Metrics for these initiatives are planned for June 30, 2017.
- Establish vibrant Annual Campaign
 - The Office has a 10% Alumni giving target through planned solicitations.
 - The Office has a desire to increase participation in the faculty-staff annual campaign, which saw major gains in 2015. Given the recent recommendations at the university, the Advancement Advisory Subcommittee suggested (after a request for feedback from the committee) that this campaign be postponed for 2016. This is an area for potential growth as an annual campaign the future given last year's success (90% growth in 2015 from 2014).
 - The Office has engaged and plans to continue to grow retired faculty/staff annual giving. Growth in this area has been through planned giving in the past. Current plans are oriented toward a true annual campaign.

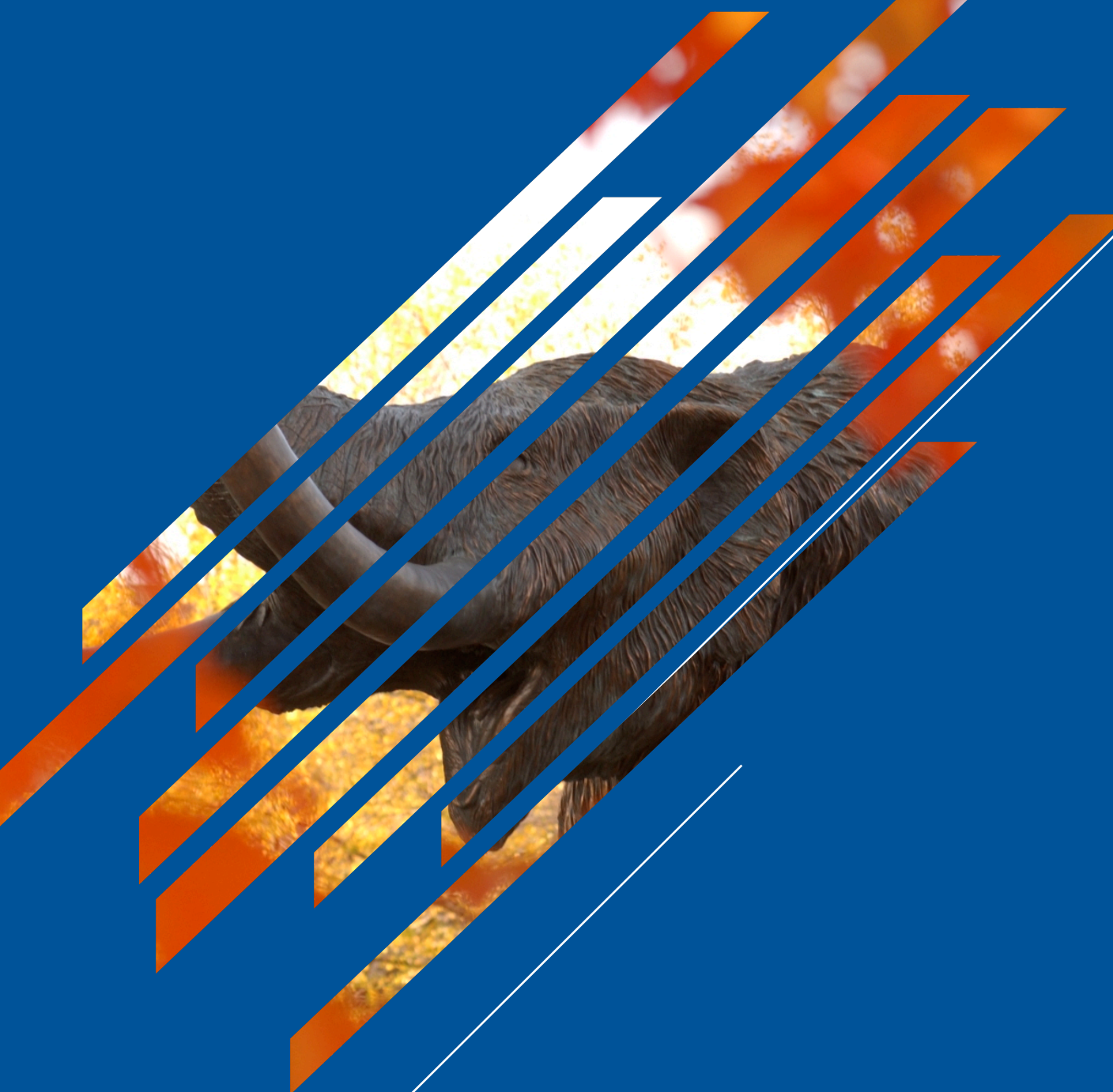
- Engage Alumni Association in fundraising
 - The Office is working to identify alumni-owned businesses to promote them and cultivate them as resources and potential donors. This is linked to the 10% target with aspirations for a 20% alumni giving in the near future.

3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu

- Regarding the marketing plan, Jack Patton developed and utilized audience profiles to implement brand positioning.
 - He worked with Center for Social Research to identify Collegiate Connection and other prospective students [ethnographic characteristics (behaviors) and psychographic characteristics (attitudes and aspirations)]
 - This orients messaging for advertising campaigns (IPFW Proud)
- Regarding the modernization of ipfw.edu, we include the website modernization plan with this document. The timeline for implementing the website modernization is as follows:
 - Request for Proposals (RFP) being authored now (mid-October). In early November, it will be distributed to vendors.
 - Jack will select vendors in December with a timeline proposed by late December/early Jan. 2017.
 - Web Advisory Committee gave top five priorities to guide website redesign and details of the RFP.
 - Phased launch will begin in Spring 2017: top level university content, enrollment management, recruitment, retention and advancement are marked at the first phase of the rollout.
 - The second phase of the rollout will be focused in academic units. Further details are included with this report in the website modernization plan.

2.9 Transition to an embedded service model

- Evaluate liaison model for Marketing
 - Only two Marketing Specialists (who can embed in colleges) are available for the entire university. The Office needs more resources to truly transition to embedded service and therefore it is not feasible at this time of constrained resources.



Division of Advancement

ANGIE FINCANNON, Ed.D.

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE



OUR MISSION

ALUMNI, DEVELOPMENT,
MARKETING COMMUNICATIONS, and COLLEGE TV

UNIVERSITY MISSION

Indiana University–Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally-recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

ADVANCEMENT MISSION

The mission of the Indiana University–Purdue University Fort Wayne Advancement Division is to **promote, advocate, communicate,** and **connect** the university through stakeholder engagement and support.



LEADERSHIP TEAM

Angie Fincannon, *Vice Chancellor for Advancement*

Bernie Lohmuller, *Director of College TV*

Colleen Dixon, *Executive Director of Advancement Services*

Dan Gebhart, *Business Manager and Contract Specialist*

Eve Colchin, *Director of Development/Major Gifts*

Jack Patton, *Executive Director of Marketing Communications*

Justin Shurley, *Director of Development for Athletics/External Affairs*



IPFW GIFTS

FIVE-YEAR AVERAGE

\$5,298,120

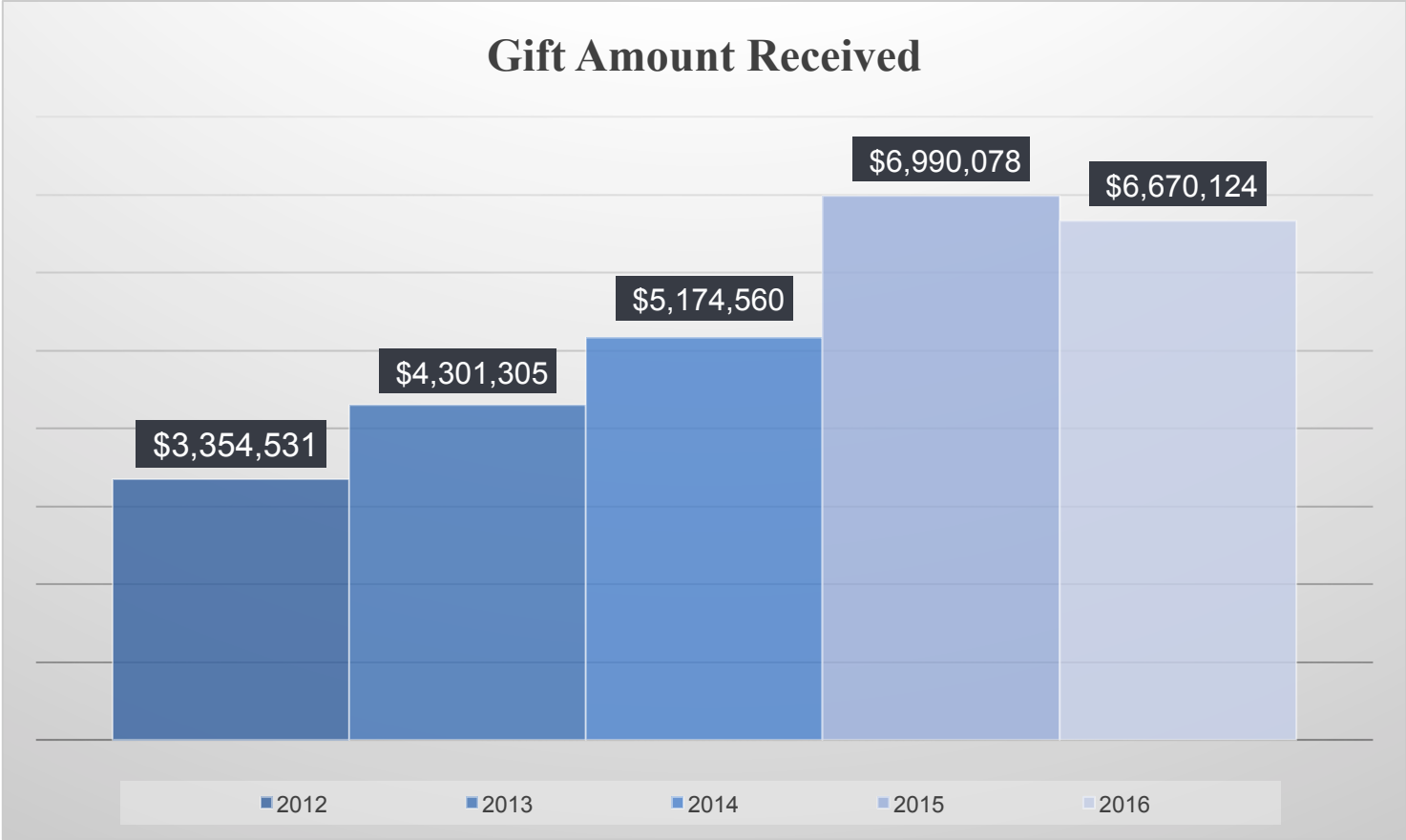
FISCAL YEAR 2016

\$6,670,124



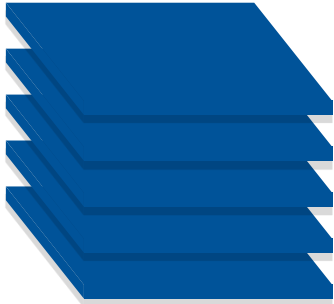
IPFW GIFTS

SINCE FISCAL YEAR 2012

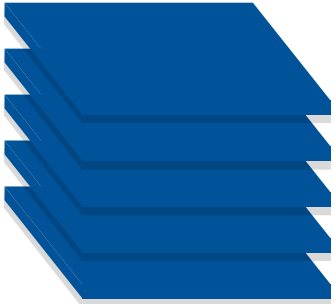


Fiscal Year Gifts to IPFW

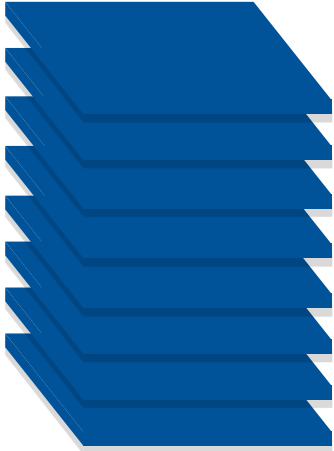
\$3,455,508
Cash



\$3,214,616
Other

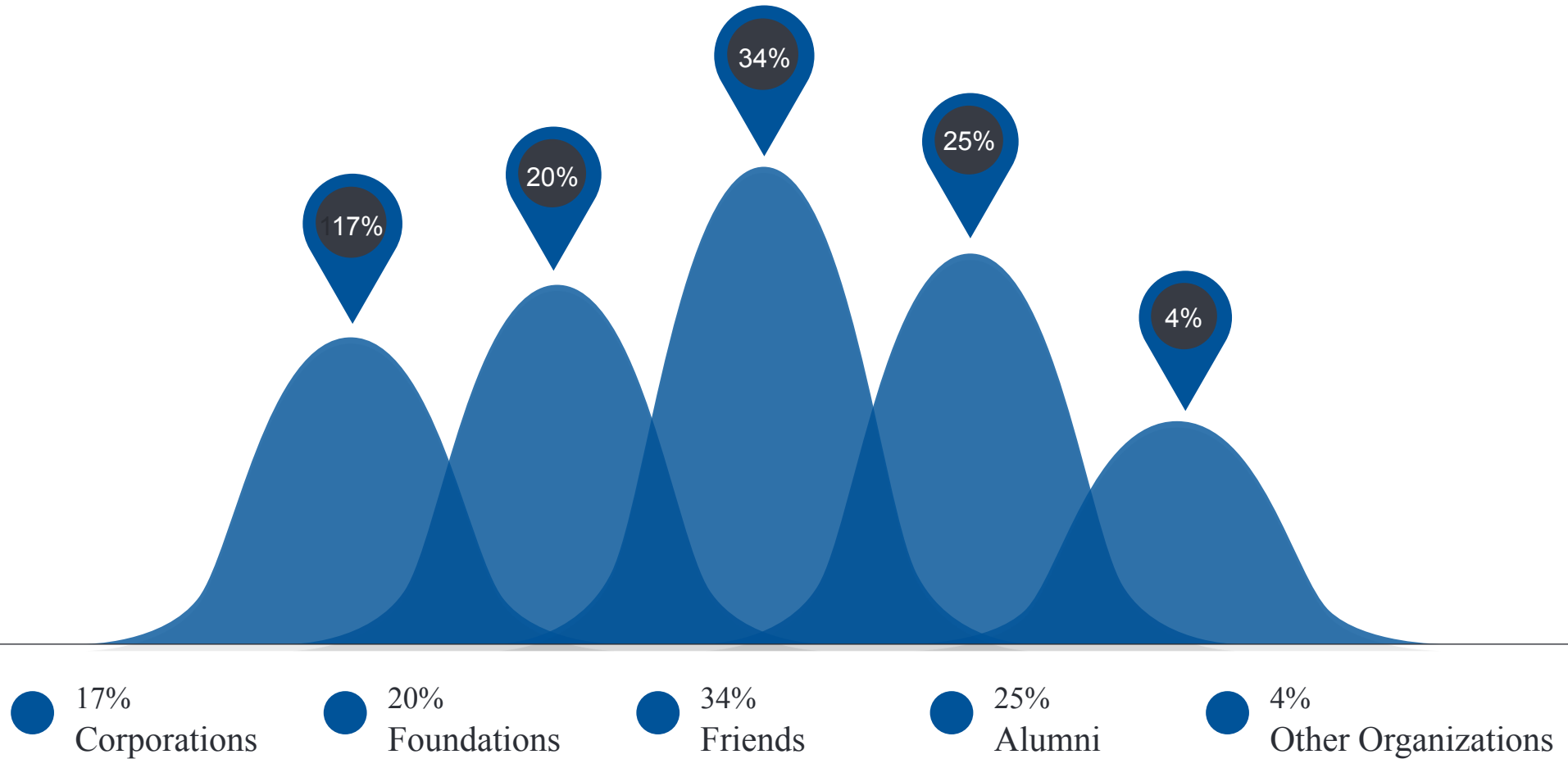


\$6,670,124
Total



Source of Gifts

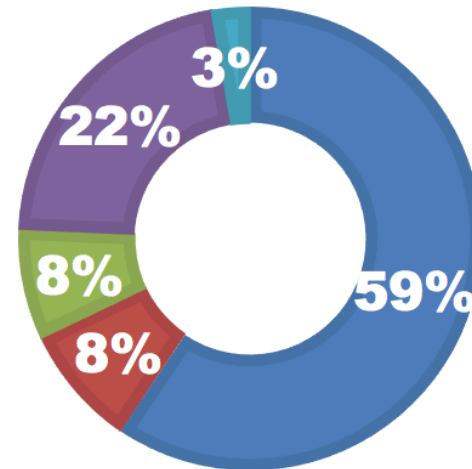
TOTAL RAISED FY 2016: \$6,670,125



Purpose of Gifts

WHAT DO GIFTS SUPPORT?

- **Student Support**
- **Faculty Support**
- **Facilities**
- **Programs and Projects**
- **Unrestricted**



Total Raised FY16: \$6,670,125



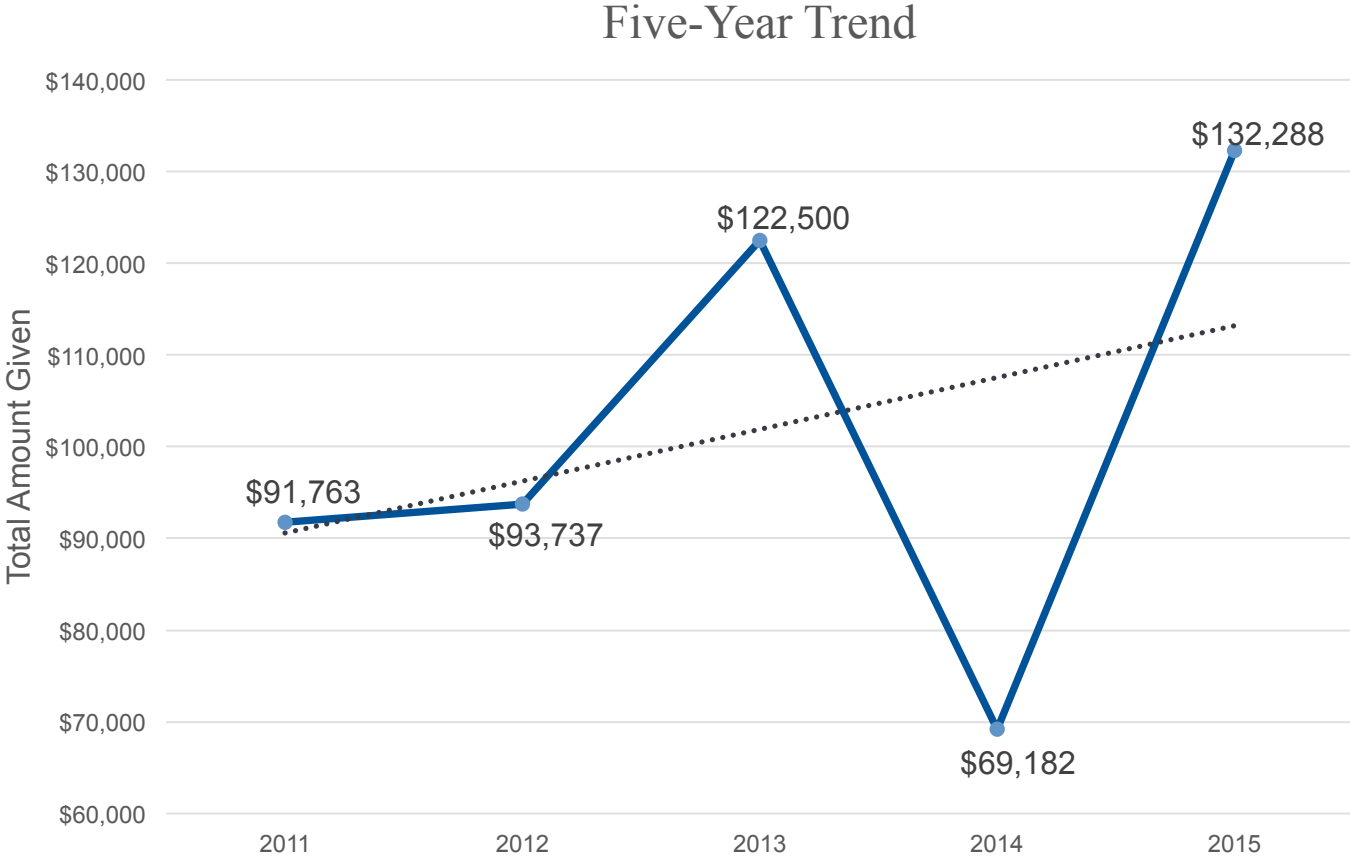
Priority #1 & Key Indicators

INTEGRATED, COMPREHENSIVE
ANNUAL GIVING PLAN

- Research
- Deans' Fall Appeal
- Faculty Staff Giving
(Common Goal)

Priority #1 & Key Indicators

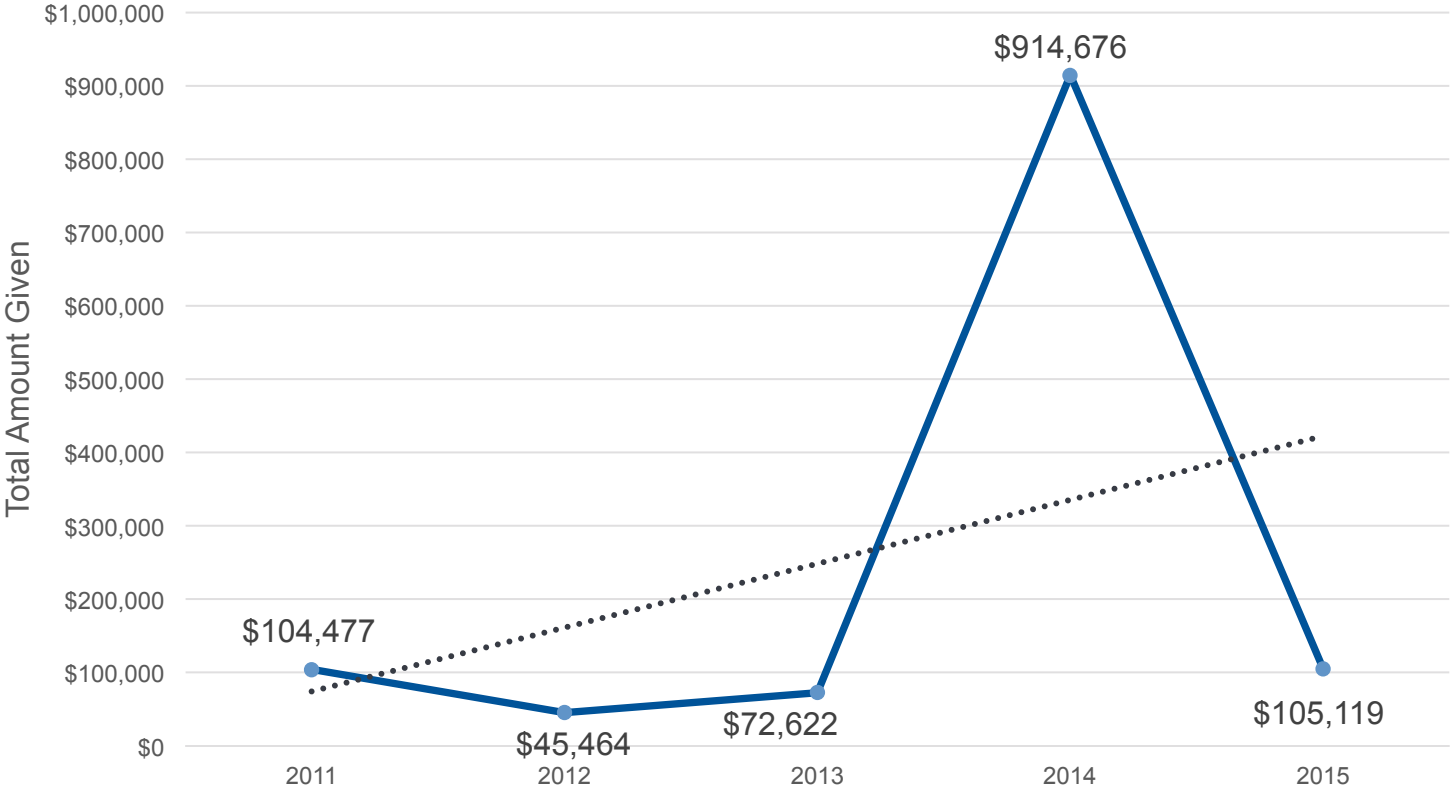
ANNUAL GIVING FOR CURRENT FACULTY AND STAFF



Priority #1 & Key Indicators

ANNUAL GIVING FOR RETIRED FACULTY AND STAFF

Five-Year Trend



Priority #2 & Key Indicators

INTEGRATED ALUMNI RELATIONS MODEL

Develop independent IPFW
association

Increase alumni giving

Boost alumni-owned business
support



Priority #3 & Key Indicators

CREATE A SUSTAINABLE DEVELOPMENT PROGRAM
THAT YIELDS \$10M ANNUALLY



- Planned giving
 - Weitzman Society Members:
Currently 28 planned gifts
- New endowments and scholarships
 - 189 current endowments:
\$53,000,000 total



Priority #3 & Key Indicators

CREATE A SUSTAINABLE DEVELOPMENT PROGRAM
THAT YIELDS \$10M ANNUALLY

- Academic partnership
 - Deans' workshop and toolkit
 - College Advisory Councils
- Corporate partnerships
- Foundations and grants
 - Build and grow relationships and opportunities



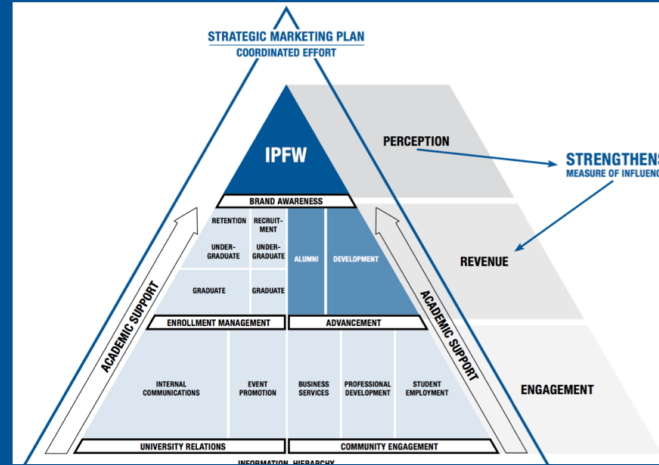
Priority #4 and Key Indicators

IMPLEMENT STRATEGIC MARKETING INITIATIVES

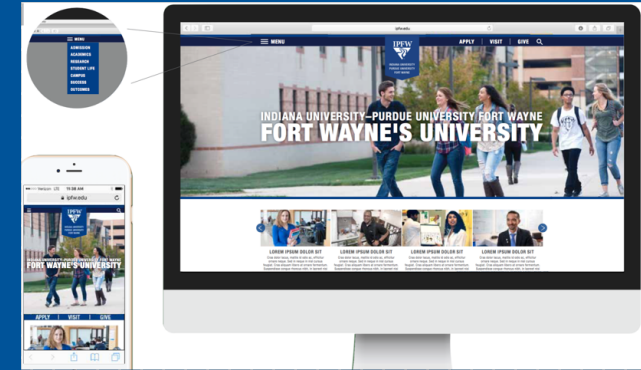


Market Research

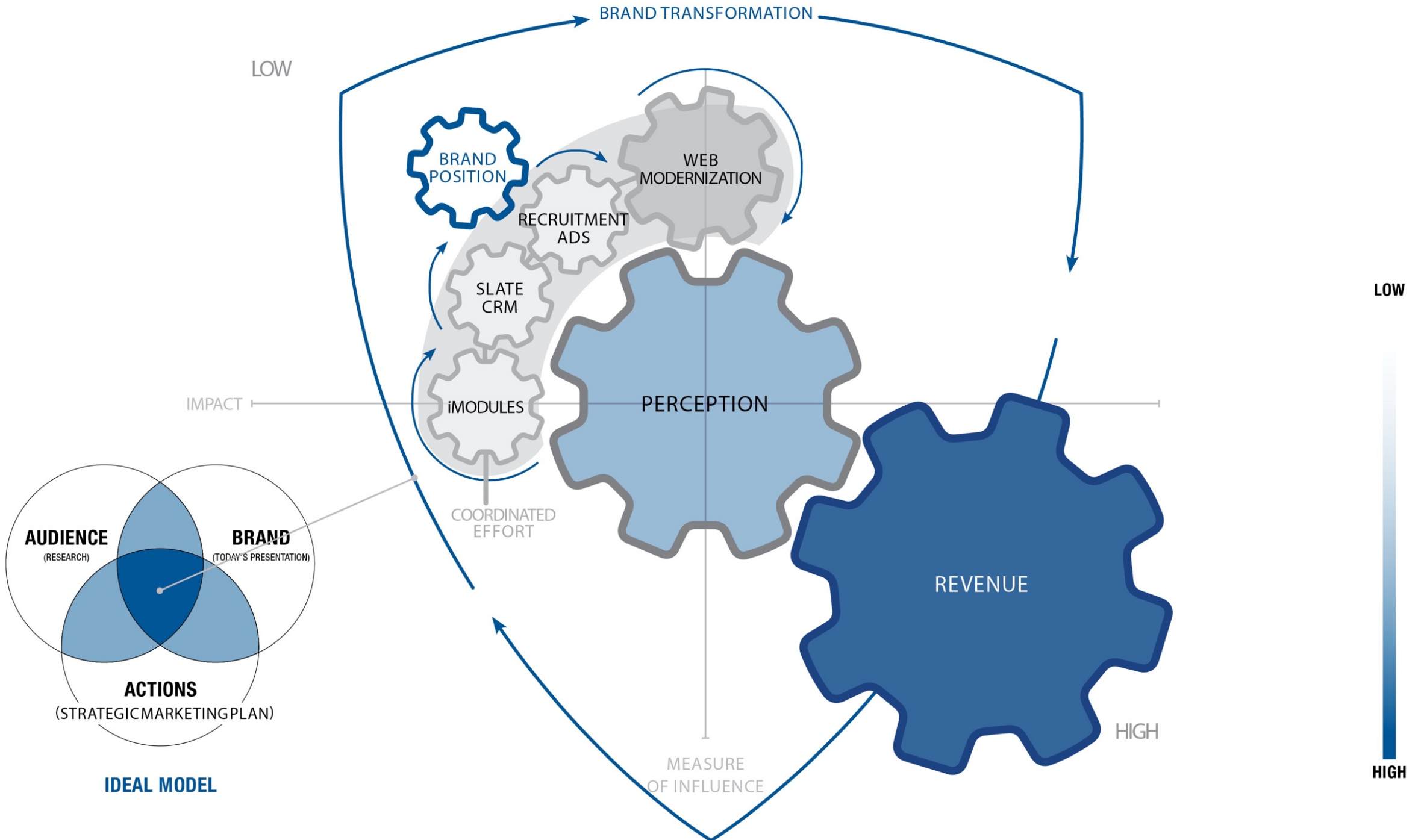
(students, alumni, and donors)



University Marketing Plan



Website Modernization Plan



BRAND TRANSFORMATION PLAN

DEVELOP

FALL 2016

- ▼ Fully develop and research/test concept for brand and sub-brands (colleges)
- ▼ Develop phase I Web modernization plan— Enrollment Management and Advancement
- ▼ Incorporate into Admissions' Slate CRM and advertising assets
- ▼ Integrate Advancement's iModules launch
- ▼ Conduct another round of personaresearch with students, alumni, and donors

LAUNCH

SPRING 2017

- ▼ New brand and sub-brand positioning
- ▼ Launch phase I Web experience— Enrollment Management and Advancement
- ▼ New Admissions CRM and advertising assets— fall 2017 matriculation
- ▼ New donor, alumni, and college-level communications via iModules
- ▼ Work with colleges to provide training

DEVELOP

SUMMER 2017

- ▼ Continue sub-brand and additional brand positioning (across all units)
- ▼ Launch campus training for brand and Web
- ▼ Develop phase II Web modernization plan— departments and auxiliary units
- ▼ Start full cycle student recruitment cycle
- ▼ Build Advancement plans for colleges

LAUNCH

FALL 2017

- ▼ Remaining brand positioning— departments and auxiliary units
- ▼ Phase II Web modernization plan— departments and auxiliary units
- ▼ Advancement plans for colleges

TIMELINES

Priority #1, Integrated, comprehensive annual giving plan

Priority #2, Integrated alumni relations model

Priority #3, Create a sustainable development program that yields \$10M annually

Priority #4, Implement strategic marketing initiatives

Performance metrics due June 30, 2016



THANK YOU

PROMOTE · ADVOCATE · COMMUNICATE · CONNECT



IPFW
HONORED PHILANTHROPISTS

GEORGIA WILBUR SMITH
MYRTLE BLANCHE FOSTER
ENGLISH BONTER MITCHELL FOUNDATION
PAUL E. AND DOROTHY SHAFFER
MR. AND MRS. RICHARD T. DOERMER
RICHARD D. DOERMER
KATHRYN DOERMER CALLEN



Website Modernization Plan

Proposal • January 21, 2016 • Version 3.2

BACKGROUND

In 2008 the university made a significant investment in a Web content management system developed by dotCMS. Direct costs of that investment have been approximately \$375,000 (including training) since 2008, with indirect costs (FTE) estimated at \$174,150 annually. While the university has paid for annual licensing, hardware, maintenance, support, and training for the system, more investment is needed to improve the site's design and functionality. Currently, the site's design and functionality are lagging behind in five key areas that adversely affect the user experience and should be a cause for concern given that the website is our primary marketing tool.

The modernization plan proposes to address those key areas and offer solutions to improve the user experience.

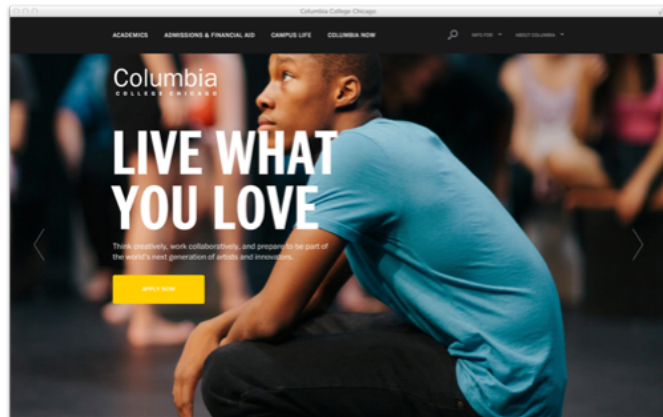
KEY ISSUES

The following have been identified as key issues with the university's website:

1. **Accessibility.** The system templates, widgets, and applications do not meet accessibility requirements and put the university at legal risk. Additionally, publishers need greater support as well as increased accountability in creating content that meets accessibility requirements.
2. **Mobile.** The use of smart devices has skyrocketed since 2008, yet the site is not mobile-friendly, nor is the content deliverable to the mobile app currently in development. Some statistics shed light on the current demand for mobile:
 - 80% of Internet users have a smartphone.
 - 34% of Internet users search using a smartTV.

- 9% of users use a smart watch to search the Internet. This number is expected to increase dramatically as Apple releases the Apple Watch in April 2015.

Since July 2011, desktop traffic on the website has dropped by 0.4%, and we have seen only a 2.8% increase in mobile traffic. The marginal gain in mobile traffic should be substantially higher given the dramatic increase in smart-device adoption and is most likely due to the website’s lack of mobile-friendliness. If we continue these trends we risk losing greater numbers of prospects. We have an opportunity to address this issue head on.



Home Page, Columbia College Chicago
Nationally recognized design of Columbia College Chicago.

3. Demand for new features.

The university’s website design and functionality have remained essentially the same since 2008, yet new developments in technology and design trends have continued to press forward. User expectations have risen equally as much. This has created a demand for new design and functionality that is greater than what current staffing levels in Marketing Communications and Information Technology Services can offer. Outsourcing the development of new features is essential.

- 4. Content quality.** The quality of published content is inconsistent throughout the site, and we see too many incidents of outdated, obsolete, and inaccurate content. Additionally, content is formatted inconsistently, or inappropriately, thus contributing to a poor user experience. Lack of structured content types means publishers (through no fault of their own) are left to make their own formatting decisions. Templates and pages are outdated and do not support new content needs. Applications such as the events calendar (currently under development in spring 2016) and the news room need a major overhaul. While addressing the

urgent needs of individual unit sites at the expense of the system as a whole, we have been neglecting our most important client—the university.

5. **Governance.** Revised governance is needed to solve the four key issues outlined above. Not enough accountability exists for how content is created on the site. Insufficient standards and support for creating brand-appropriate content contribute to the situation as well. There is no service-level agreement (SLA) for the Web content management system. Finally, not enough quality assurance exists to correct issues with content quality.

Please see “IPFW Website Design: Key Issues, Solutions, and Outcomes” for a detailed listing of key issues, recommended solutions, and outcomes.

PROPOSAL

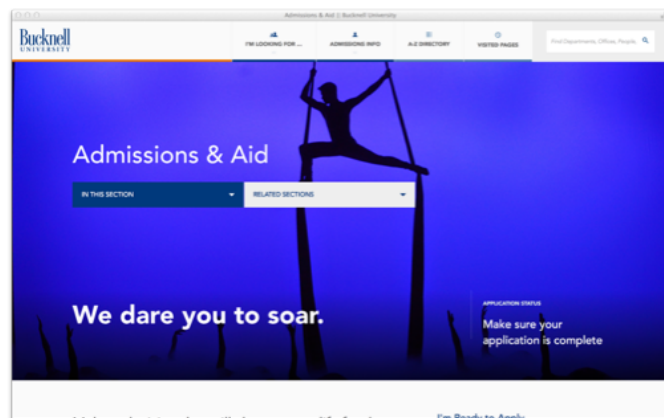
This proposal (1) outlines **solutions** to each of these key issues, (2) proposes **outsourcing** the development to modernize the site, and (3) recommends establishing **new governance** to implement and sustain the modernization plan.

OPTIONS

The university is at a crossroad with its website and has an opportunity to make significant improvements that can meet campus demand as well as user expectations.

Our choices appear as follows:

1. Approve the proposal and solutions outlined in this document and address these issues head on.
2. Abandon the use of the university’s Web content management system (100,000+ pages) in favor of a Web presence of fewer than 1,000 pages



Admissions Home Page, Bucknell University
Nationally recognized design of Bucknell University.

centrally maintained by Marketing Communications. This will mean shutting down several dozen websites and creating demand to hire additional Web staff in Marketing Communications to maintain a “core site.” One unintended consequence will be the proliferation of “rogue” sites hosted in the cloud that fail to meet brand standards or are unsupportable.

3. Maintain the status quo and fail to solve the key issues described above.

OBJECTIVES

The following objectives have been outlined to address the key issues with the website.

1. **Accessibility.** Ensure that all templates, themes, widgets, and applications in dotCMS meet strict accessibility requirements.
2. **Mobile.** Update the system so that content delivery is mobile-friendly and portable to the mobile app currently under development.
3. **Demand for new features.** Provide publishers with new features the campus demands and our users expect.
4. **Content quality.** Improve content quality while minimizing the impact on current resources.
5. **Governance.** Establish clear governance, standards, and training to implement and maintain the modernization plan.

GOALS

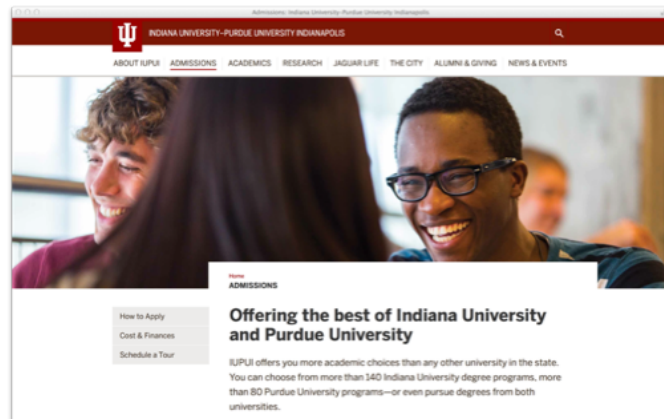
Meeting the following goals will help the university provide solutions to the key issues with its website and position it to support the strategic goals of the university.

1. **Accessibility.** Ensure that system components as well as publisher content comply fully with accessibility requirements.
 - **System level.** Ensure that system templates, themes, widgets, and applications conform to 508 Accessibility and Web Content Accessibility Guidelines 2.0 Level AAA requirements.

- **Content level.** Update standards, support, and training to help publishers create content that meets accessibility requirements for the modernized website. **Structured content types.** Develop structured content types that make it easier for Web publishers to meet accessibility compliance.
- **Annual publisher certification program.** Make accessibility a central component of publisher training and annual certification.

2. Mobile. Create a user-friendly experience for desktop, mobile, and wearable devices.

- **System level.** Ensure that templates, themes, widgets, and applications function equally well on desktop and smart devices.
- **Content level.** Update standards, support, and training to help publishers create content that scales appropriately for desktop and mobile devices.
- **Structured content types.** Develop structured content types that make it easier for Web publishers to create mobile-friendly content.
- **HTML5.** Revamp the underlying source code to deliver content to mobile as well as social-media platforms.
- **Annual publisher certification program.** Make mobile-friendliness a central component of publisher training and annual certification.



Admissions Home Page, IUPUI

Streamlined content and navigation are combined with authentic photography.

3. Demand for new features. Modernize the site by offering new features that the campus demands and users expect.

- **Visual design.** Update the visual design so that it meets current design trends and user expectations.
- **Identity System.** Apply signatures to unit-level websites and allow for more autonomy of unit site design.
- **Work smarter.** Find smarter and better ways to work with existing limited resources.
- **Efficiencies.** Leverage the efficiencies inherent in a Web content management system and make them work to our advantage.
- **Content redundancy.** Eliminate costs of third-party systems by replacing similar content and functionality with the Web content management system's capabilities.
- **Dynamic content.** Use structured content types and taxonomy to generate content automatically instead of placing this burden on our publishers.
- **Minimal resources.** Minimize the impact of the site modernization on Marketing Communications and IT Services staff by outsourcing development.
- **Personalization.** Personalize the user experience through customer profiles and targeted content.

4. Content quality. Improve the quality of content across the website.

- **Structured content types.** Develop structured content types that simplify the publishing process for publishers and make it easier for them to comply with standards.
- **Templates and page types.** Create new templates and page types that vastly improve the user experience.
- **Messaging.** Align messaging, authentic storytelling, and clearer calls-to-action to support strategic goals:
 - IPFW as a university of choice
 - Affordability and high quality of programs and services
 - Integrity, significance, and value of Indiana University and Purdue University degrees
 - Student success through learning, engagement, and outcomes

- Signature programs
 - Interdisciplinary, graduate, and international programs
 - IPFW as an intellectual, social, economic, and cultural driver
 - Diversity of the IPFW community
 - Philanthropic support
 - **Search engine optimization (SEO).** Improve search by increasing SEO rankings for important keywords.
 - **Domain authority.** Leverage SEO, navigation, and Web tools to raise domain authority of the website.
 - **Wayfinding.** Employ effective landing and category pages to improve content search and wayfinding.
 - **Web traffic.** Improve Web traffic for these key traffic indicators:
 - **Abandonment.** Decrease the number of visitors who abandon the site.
 - **Visit time.** Increase the time visitors spend on the site.
 - **Return visits.** Increase the number of return visits to the site.
 - **Submissions.** Increase the number of form submissions on the site.
 - **Click-throughs.** Improve how visitors click to find information on the site.
5. **Governance.** Establish new governance and policies for decision-making, input and feedback, adoption, and implementation of the plan. Sustain the plan beyond launch.
- **Roles and responsibilities.** Identify key roles and responsibilities for supporting the modernization plan.
 - **Stakeholders.** Meet with key stakeholders for feedback, input, and collaboration on the plan.
 - **Service-level agreements (SLAs).** Create service-level agreements at the administrative and publisher levels.
 - Outline administrative responsibilities and accountability for the plan.
 - Establish responsibilities and accountability for publishers.

- **Standards.** Provide standards for all new templates, themes, content types, and widgets to promote brand-appropriateness and a consistent user experience.

- **Guidelines.** Offer easy-to-understand guidelines for every content type provided in dotCMS.

- **Content policies.** Develop clear policies for specific types of content such as the homepage, A–Z index, landing pages, banners, events, etc.



Events Calendar, Oberlin College

User-friendly and easy-to-search events calendar built in dotCMS.

- **Content ownership.** Identify who is responsible for content, particularly content shared by multiple units.
- **Job descriptions.** Add standard language to job descriptions that specifies Web responsibilities for all publishers, their supervisors, and unit heads.
- **Training and support.** Provide training (in-class and video shorts) focused on standards and guidelines for the creation of brand-appropriate content.
- **Annual publisher certification program.** Establish a publisher certification program to provide accountability to standards, policies, and training annually. Revoke system access to publishers who do not meet certification standards.
- **Student Web publishers.** Hire and certify students to support unit-level websites.
- **Web expert group.** Cultivate a group of key publishers who can share content expertise with the rest of the WebCMS publisher community. Offer tutorials, blogging, and video shorts for supplemental instruction.

- **User testing policies.** Establish policies for testing and receiving feedback on system functionality. Focus on mobile and accessibility.
- **Benchmarks.** Establish clear benchmarks and metrics by which to measure success.
- **Design updates.** Apply regular updates to templates, themes, widgets, and applications.
- **System upgrades.** Stay current with the dotCMS system software.
- **Content review.** Conduct semesterly content reviews to remove obsolete content or update content.
- **Editorial calendar.** Align brand messaging and featured content with an editorial calendar. (Note: This portion of the plan has been approved and is currently under development in spring 2016.)
- **New features.** Release 1–2 new content features annually.

AUDIENCES

As part of the website modernization, the plan will clearly define our target audiences and target content based on user expectations.

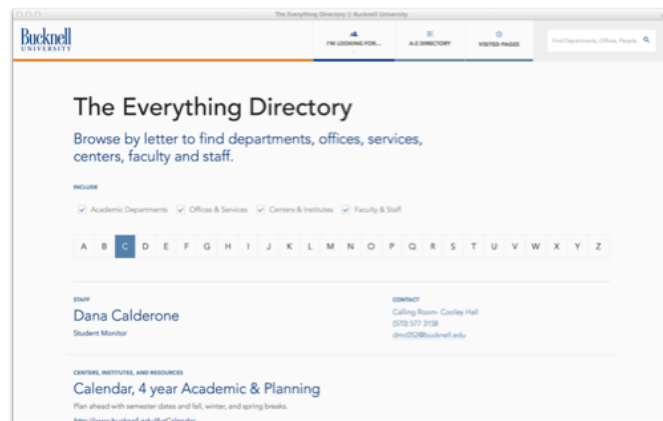
- **Customer profiles.** Create customer profiles for each key audience.
- **Targeted content.** Deliver content targeted to each customer profile:
 - Prospective students/guardians
 - Admitted students
 - Enrolled students
 - High school guidance counselors/teachers/principals
 - Alumni/prospective alumni
 - Donors/prospective donors
 - Faculty and staff/prospective faculty and staff

- Local community-at-large
- Key influencers
- Industry colleagues/publications

COMPETITION

Design and technology have changed dramatically since 2008. Below are general design trends found on today’s modern websites. The modernization plan should seek to integrate most if not all the design areas identified here:

- **Mobile.** Content scales appropriately for both smart and desktop devices.
- **Greater social integration.** Nearly all content is expected to be social in some way.
- **Storytelling and interaction.** The strongest way to engage users is to tell stories they can relate to and offer ways for them to interact and engage with content and other users.
- **Google maps integration.** Greater use of Google maps for wayfinding of events and locations helps users to show up.
- **Photography.** Professional, high-quality images play a more important role in page design than ever before.
- **Background video.** Sites are using background video to create impressions of activity and place.



A–Z Directory, Bucknell University

Exemplary A–Z directory for finding departments, offices, services, centers, faculty, and staff.

- **Energy and space.** Modern sites convey more energy and excitement and take advantage of space on the page.
- **Typography.** Due to improvements in font support, typography on the Web now matches typography seen in print.
- **Flat design.** The trend of flat design continues to convey the flat nature of touch screens.
- **Longer scrolling pages.** Users are now accustomed to longer pages (provided design and content are compelling).
- **Simplicity.** Greater emphasis is being placed on simplicity in Web and mobile design.
- **New menus.** Advanced, user-friendly menu systems are being used to improve the user experience on both desktop and mobile devices.
- **Performance and speed.** Users are charged for data usage, so speed is of the essence now more than ever.
- **Better multimedia experiences.** Users expect to have richer interactive experiences in the form of video, audio, animation, etc.
- **Subtle animations.** Modern websites enhance user interaction with clean, subtle animations that reinforce usability.
- Key features of the following university websites have been identified, and further research will be conducted pending approval of the proposal:
 - Primary Competitors
 1. Purdue University
 2. Indiana University
 3. Indiana University–Purdue University Indianapolis
 4. Ball State University
 - Sites for Feature Comparison

1. University of Notre Dame
2. Oberlin College*
3. UTHealth—The University of Texas Health Science Center at Houston*
4. Arizona State University*
5. Taylor University*
6. Pittsburg State University*
7. Aquent*
8. BBC News
9. Bucknell University
10. Columbia College Chicago
11. Indiana Tech
12. University of Saint Francis
13. Ivy Tech Community College

*dotCMS customer

ASSETS

Assets such as systems should be viewed as investments. The university has invested significantly in the following assets and should leverage these existing assets to advance the website to the next level.

- dotCMS Enterprise Content Management System. Build on, extend, and improve the university's content management system.



The Source, Oberlin College

Blogging home page featuring university stories with a conversational tone.

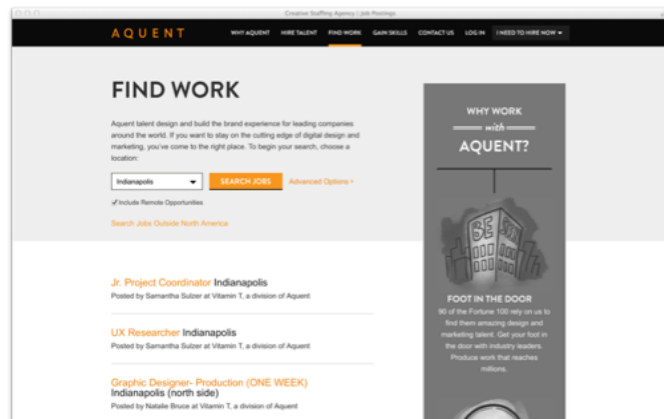
- **Identity system.** Apply the identity system to unit-level websites.
- **Standards.** Build on existing standards and apply them to the modernization plan.
- **Digital asset management.** Continue to replenish the digital asset management system and update it with new photography and graphics.
- **Training.** Improve and expand existing training for the modernization plan.
- **Compliance Sheriff.** Use Compliance Sheriff and other tools to analyze accessibility compliance of templates, themes, widgets, and applications (system level) as well as content (publisher level).
- **Publisher base.** Empower the publisher community to create brand-appropriate content.
- **Content.** Adapt content (text and images) from existing websites and printed materials.
- **Analytics.** Expand our existing Google Analytics to track more relevant data, set benchmarks for the site modernization, and make decisions for continuous improvement.
- **Mobile app.** Ensure that modernized content integrates well with the mobile app.
- **Other systems.** Explore content integration with online systems such as myIPFW, Acalog (academic bulletin), Taleo (ipfw.jobs), IntelliResponse (Ask the Don), Extensis Portfolio (digital asset management), etc.

DELIVERABLES

Contract with a dotCMS partner agency to create the following updated components in the university's Web content management system. Ensure that stakeholders and the agency have signed off on the requirements and use cases before implementation begins. The project should avoid scope creep so that all deliverables are met on time.

- **Templates.** These establish the baseline for how various types of pages are branded and structured.
- **Landing pages.** For use as home pages for units or campaign landing pages.
 - **Jumbo.** For use by the IPFW home page, large sites, major campaigns, or featured sites.
 - **Wide.** Appropriate for large sites and significant featured content.
 - **Narrow.** Appropriate for medium-sized sites and minimal featured content.
 - **Simple.** Appropriate for modest sites and minimal featured content.
 - “One-page Website.” Appropriate for landing pages and sites requiring a single page with animated scrolling.

- **Category pages.**
Help users more easily find what they are looking for by allowing them to sort more easily through large categories of content.



Job Site, Aquent

Excellent job-posting site housed in dotCMS and integrated with Taleo (the system used by IPFW Human Resources and Purdue University).

- **3-Column.**
Filterable sorting page with left-hand navigation and right-side related column.
- **2-Column.** Filterable sorting page with left-hand navigation.
- **1-Column.** Filterable sorting page with no navigation.
- **Detail pages.** Appropriate for body copy with detailed information.

- **3-Column.** Standard detail page with left-hand navigation and right-side related content.
- **2-Column.** Standard detail page with left-hand navigation.
- **1-Column.** Standard page for applications such as the events calendar.
- **HTML Newsletter.** Allow publishers to include and relate existing Web page content for broadcast to email distribution lists.
 - **3-Column.** Standard HTML email template with left and right columns.
 - **2-Column.** Standard HTML email template with right-side column.
 - **1-Column.** Standard HTML email template with no callouts.
- **Themes.** Themes reinforce the brand while allowing for variation in visual design through color, typography, spacing, icons, etc. The proposed themes offer possibilities for adding variation to sites on the ipfw.edu domain.
 - **Future.** Projects energy.
 - **Traditional.** Conveys tradition.
 - **Modern.** Feels contemporary.
 - **Simple.** Looks essential.
 - **Elegant.** Is formal.
 - **Casual.** Looks fun.
 - **Mastodon.** Is tough.
 - **Warm.** Shows warmth.
 - **Cool.** Looks crisp.
 - **Neutral.** Conveys quietness.

- **Structured Content Types.** Structured content creates consistent formatting, makes it easier to publish content in a consistent manner, allows content to be reused and dynamically shared across the site, centralizes information on the site for easier updates, and, ultimately, improves the user experience.

- The following is a representative list of content types designed to improve content commonly found on university websites. (See “Website Modernization Deliverables” for a complete listing of proposed content types.)

- Academic programs and courses

- Campus buildings and locations

- Events (updated with geolocation and event registration)

- Blogs

- Announcements

- Featured content (faculty, programs, blogs, etc.)

- Committees

- Policies

- Documents

- FAQ

- People



Home Page, BBC News

BBC websites set the highest bar for governance, standards, and accessibility.

- Experts
 - Jobs
 - Offices/departments
 - Contact information
 - Student organizations
 - Testimonials
 - Wiki
 - Etc.
- **Widgets.** Widgets make it easy for publishers to add content to parts of a website that normally require complex programming. These are commonly found in systems like WordPress and SquareSpace. Below is a representative list of widgets designed to provide better interactive user experiences. (See “Website Modernization Deliverables” for a complete listing of proposed widgets.)
 - Map widget
 - Multimedia banners
 - Polls
 - Photo slideshow
 - Video gallery
 - Events listing
 - Social media widgets (e.g., Facebook, Twitter, LinkedIn, Instagram, Pinterest)
 - Etc.
 - **Applications.** Applications are larger interactive tools that simplify complex content and transactions. The following are identified as vital to a university website:

- Events calendar with event registration and geolocation for wayfinding (currently under development in spring 2016)
- Virtual tour with photo and video galleries
- Interactive map with geolocation data for wayfinding
- Advanced search for general site content as well as specific content types such as academic programs and courses, people, departments and offices, etc.
- Advanced people search (directories) for faculty, staff, students, and alumni.
- Digital asset management for searching, browsing, filtering, and sorting downloadable files such as images.
- Job site for viewing current job postings and applying for jobs. Also used by employers to browse for potential candidates (i.e., students).
- Storefront for creating an easy experience for users to purchase tickets and online merchandise. Integrate with Touchnet for payment security.
- Etc.
- **Taxonomy.** Taxonomy refers to the categories and tags that allow content to be filtered, sorted, and related. This capability—one of the most powerful of Web content management systems—is what allows publishers and users to sort through large amounts of content. Ultimately, strong taxonomy greatly improves the user experience.
 - **Categories.** Content classification for better sorting and filtering.
 - **Tags.** Publisher- and user-generated keywords for sorting content.

FINANCING THE PLAN

The plan will require financing and outsourcing the development of new features for the university's Web content management system.

- Approximately two-thirds of the estimated costs will go to the development of templates, structured content types, applications, widgets, and taxonomy. The remainder is needed to develop new types of content (e.g., initial launch of featured stories, photography, and video) as well as rollout support for departments.

Plan Estimate

Type of Work Outsourced	Deliverables	Responsibility	Estimated Amount
Site development	Themes, templates and content/page types, applications, and widgets	dotCMS Partner Agency	\$150,000
Backend support	System administration and enhancements	dotCMS Inc.	\$25,000
Content development	Strategic content	Marketing agency	\$25,000
Content migration assistance	Help departments with content	Student Web support	\$25,000
Total Estimate			\$225,000*

- The request is an investment of approximately \$2.25 per Web page.
- Additionally, the university should invest \$30,000 annually to renew system features.
- Note: A phased approach introduces several difficulties in implementing the plan. The pros and cons of such an approach must be carefully considered.
- *The Total Estimate does not include the \$29,500 allocated for the Events Calendar currently under development (spring 2016). Rapidly changing web technologies and a phased implementation may affect the total estimate.

RETURN ON INVESTMENT

- Successful implementation of the plan should result in a return on investment in the form of the following:
 - **Increased traffic, leads, and actions.** The modernized site boosts traffic and lead generations. A better user experience drive traffic to online actions such as applying, registering, purchasing, contacting, and making requests.

- **Fewer content and system silos.** Phase out existing vendor systems whose content and services can be effectively replaced by the Web content management system. Deliver features in the WebCMS such as chat, HTML email, blogging (Wordpress, Squarespace), virtual tour, interactive map, flip book, student organization content, FAQ systems, etc., that would otherwise be outsourced to a vendor.
- **Lower direct and indirect costs.** Eliminate direct and indirect costs of supporting many disparate systems.
- **Improved self-service.** Lower administrative costs through more effective self-services (ticket purchases, event registration, people directory updates, etc.).

IMPLEMENTATION

The following identifies what is needed to implement the plan and ensure fulfillment of accessibility compliance, mobile delivery, new feature deliverables, content quality assurance, and revised governance.

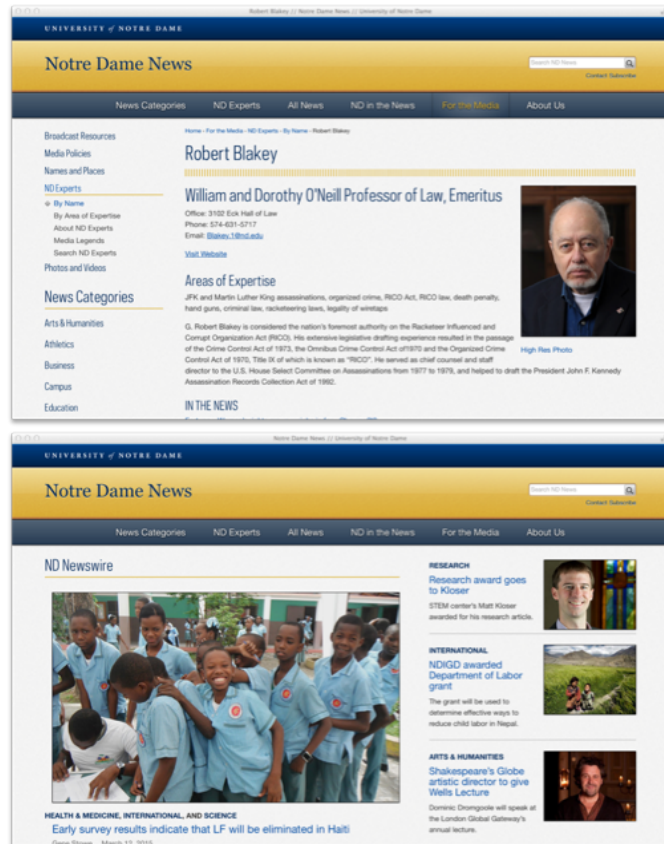
- Governance and roles
- Service-level agreements (SLAs)
- Digital strategy
- Marketing strategy
- Content strategy
- Search engine optimization (SEO) strategy
- Social Web strategy
- Content policies
- Standards and guidelines
- Training and support
- Annual publisher certification program

- Rollout plan
- Prioritization/migration plan
- Evergreen maintenance plan

PROJECTED TIMELINE

Note: Timeframes below need to be adjusted pending approval of the plan and the implementation strategy.

- Brief—Phase 1 (approximately 3 months)
 - **Project definition.**
Understand what the modernization plan is about.
 - **Target audiences/customer profiles.** Define and understand website users and customer profiles.
 - **Goals.** Establish clear target goals.
 - **Technical specs.** Define specifications such as browser and mobile support.
 - **Content inventory.** Establish the required content to be featured on the site.
 - **Resources.** Evaluate available assets such as systems and content.
 - **Project timeline.** Define project milestones and required time allotment.
 - **Project budget.** Identify necessary costs and define overall budget.



News Site and Experts Guide, Notre Dame

Well designed news site emphasizing photography and connecting news with faculty expertise.

- **Proposal feedback.** Seek proposal feedback and approval to proceed.
- **Planning—Phase 2 (approximately 3 months)**
 - **Research and concepts.** Conduct marketing research and create initial concepts.
 - **Information architecture.** Define website structures and content navigation.
 - **Taxonomy.** Develop categories and tags for filtering and relating content.
 - **Page layout.** Establish layouts for the different types of pages required.
 - **Usability.** Ensure ease of use through proper presentation of content.
 - **Wireframes and mockups.** Create initial page, widget, and application layouts and mockups.
- **Design—Phase 3 (approximately 2–3 months)**
 - **Color scheme.** Choose relevant colors based on identity system and research.
 - **Identity architecture.** Apply unit-level signatures to the design of pages.
 - **Artwork.** Design artwork such as banners and photographic treatments.
 - **Visual elements.** Design the site’s visual elements such as buttons and icons.
 - **Typography.** Choose appropriate font families, sizes, and other properties.
 - **Themes.** Create brand-appropriate themes that offer design variation across the site.
 - **Rich media.** Create required rich media such as animations and video.
- **Development—Phase 4 (approximately 3–6 months)**
 - **Staging servers.** Install the server to set up and test new design and capabilities.

- **Accessibility and standards.** Establish standards for new pages and content types.
- **Framework.** Develop the code framework.
- **Templates and themes.** Develop new templates and themes.
- **Widgets and applications.** Develop widgets (e.g., Facebook activity feed, Twitter timeline, top FAQs, etc.) and applications (e.g., events calendar, flip book viewer, digital asset management, etc.).
- **Functionality.** Implement the functionality for required features.
- **Content.** Integrate content within the website.
- **Site performance.** Ensure proper access speed and performance.
- **Security and permissions.** Implement necessary security and permissions for new templates, themes, widgets, and applications.
- **Workflows.** Implement and test publishing workflows for quality assurance.
- **Push publishing.** Test new push publishing feature in dotCMS.
- **Markup.** Implement required markup for SEO, social media, analytics, etc.
- **Launch—Phase 5 (length of phase to be determined)**
 - **Testing.** Conduct final testing of website features.
 - **Quality assurance.** Perform quality assurance tasks such as link checking and proofreading.
 - **Web analytics.** Test integration of Web analytics.
 - **Communication plan.** Communicate new features, rollout, and resources to campus.
 - **Training and documentation.** Provide training and documentation to campus.

- **Annual publisher certification program.** Establish a publisher certification program to reinforce training and standards annually.
- **Production server.** Push new templates, themes, widgets, and applications to live server.

Maintenance—Phase 6 (ongoing)

- **Support and troubleshooting.** Ensure technical support and troubleshooting of issues.
- **Design updates.** Continue improvement with planned updates to design.
- **Functionality updates.** Continue improvement with planned updates and new releases to site functionality.
- **Content updates.** Provide an editorial calendar and scheduled tasks for continuous updates to content.

NEXT STEPS

1. Evaluate/adopt the plan
2. Establish plan governance
 - Executive in charge
 - Information Technology Policy Committee
 - Web Advisory Committee
 - Key stakeholder groups
 - Chancellor
 - Student Affairs and Enrollment Management
 - Academic Affairs
 - Financial and Administrative Affairs
 - Advancement
 - Information Technology Services
 - Marketing Communications
 - WebCMS backend team
 - WebCMS frontend team

- WebCMS publishers
- 3. Finance the plan (project budget)
- 4. Define scope of plan (project brief)
- 5. Identify the deliverables (vendors)
- 6. Commit to project timeline

WEB ADVISORY COMMITTEE

The plan was reviewed and has been endorsed by the Web Advisory Committee. Feedback was sought via email and discussion of the plan took place during a meeting March 13, 2015. The plan has been well received and revisions have been made based on feedback.

- [Vacant], Alumni Relations
- James Burg, College of Education and Public Policy
- Steve Carr, Department of Communication
- Kenneth Christmon, Diversity and Multicultural Affairs
- [Vacant], Department of Visual and Communication Design
- [Vacant], Division of Continuing Studies
- Tonishea Jackson, Admissions
- John Kaufeld, Office of the Chancellor
- [Vacant], Human Resources and Office of Institutional Equity
- Jack Patton (co-chair), Marketing Communications
- Carlos Pomalaza-Raez, Department of Engineering
- Kasey Price, Student Life and Leadership
- Jeff Tipton, Information Technology Services
- Cheryl Truesdell, Helmke Library
- Barton Tyner (co-chair), Marketing Communications
- Maureen Davey, Marketing Communications

- Valerie Gough, Marketing Communications
- [Vacant], Student Representative(s)

Additionally, Eric Wagenfeld from Services for Students with Disabilities and Bruce Kingsbury from the Department of Biology have reviewed and expressed support of the plan.

REFERENCES

- Lee Gardner, **“Your College’s New Website Is Student-focused, Mobile-friendly, and Probably Long Overdue”** (Washington, D.C.: Chronicle of Higher Education, November 24, 2014).
- Paul Boag, **“Digital Change in Higher Education [video]”** (Boagworld: March 15, 2015).
- Paul Boag, **“Higher Education and Digital Transformation”** (Boagworld: May 14, 2014).
- Paul Boag, ***Digital Adaptation*** (Freiburg, Germany: Smashing Magazine GmbH, 2014).
- Stewart Foss, Cody Foss, and Andy Foss, ***The eduStyle Guide to Usable Higher-ed Homepage Design*** (eduStyle, 2009).
- Lance Loveday and Sandra Niehaus, ***Web Design for ROI: Turning Browsers into Buyers and Prospects into Leads*** (Berkeley, California: New Riders, 2008).
- Steve Mulder and Ziv Yaar, ***The User Is Always Right: A Practical Guide to Creating and Using Web Personas for the Web*** (Berkeley, California: New Riders, 2007).
- Erika Hall, ***Just Enough Research*** (New York: A Book Apart, 2013).
- Karen McGrane, ***Content Strategy for Mobile*** (New York: A Book Apart, 2012).

- Erin Kissane, ***The Elements of Content Strategy*** (New York: A Book Apart, 2011).
- Breandán Knowlton, ***A Practical Guide to Managing Web Projects*** (Penarth, United Kingdom: Five Simple Steps, 2012).

To: URPC
From: ACITAS
Date: October 28, 2016
Re: Action Plan 41 report on 1.2, 2.9, and 3.8

This September, the Senate Executive Committee directed ACITAS to research, evaluate the feasibility of, and make recommendations about how to proceed with items 1.2, 2.9, and 3.8 of IPFW's Action Plan 41.

Item 1.2

Research

ACITAS communicated with Irah Modry-Caron about the IR office's progress and plans relating to institutional data. Ira reported that they are evaluating data warehouse vendors and determining which reports and dashboards will be most helpful to IPFW leadership. They have already published several dashboards for deans and chairs. They are also working on streamlining some reports through Banner and Cognos.

Feasibility

ACITAS believes that this action plan item is valuable and will be feasible if the IR department receives the necessary financial resources to follow through with their data warehousing plan.

Recommendation

ACITAS recommends that IR be fully supported in pursuing fulfillment of item 1.2. We recommend that data and dashboards be made available to the campus community (rather than just administrators) whenever possible.

Item 2.9

Research

ACITAS talked with ITS about the current model of departmental support and discussed the possibility of moving to a more distributed model. Currently, ITS issues are handled by ITS centrally unless a department has funded a "Local Service Provider" (LSP) who provides intermediary support for that department. Right now there is no evidence to suggest that this service model is problematic. Mandating a distributed service model would disrupt current workflows and put an unnecessary financial burden on either ITS or the departments.

Feasibility and Recommendations

ACITAS believes a distributed model is feasible but not advantageous. We recommend that the current service model for ITS remain in place, with the understanding that this model may need review in the future based on shifting

needs across campus. We strongly recommend that ITS have the opportunity to rehire critical staff after the early retirement buyout to ensure that the current level of ITS support can be maintained across campus.

Item 3.8

Research

ACITAS met with members of the Website Modernization Team, led by Jack Patton. They are midway through an extensive process of detailing the requirements, personas, and processes for a new IPFW.edu website. The team is currently drawing up an RFP that could be submitted for bids in the near future, with early implementation rolling out as early as spring or summer of 2017. The team is using personas, personalization, and responsive (mobile-friendly) design principles with a focus on recruitment, retention, and advancement for their models. They are also prioritizing accessibility, which is federally mandated and which our current website does not offer in full. The team is working with a budget of about \$250,000. They are also developing plans for site governance, which will include ongoing training.

Feasibility

ACITAS believes that modernization of IPFW.edu is both essential and feasible. However, the team has a relatively small budget for the size and scale of the web development that is needed, which could create problems going forward.

Recommendation

ACITAS recommends that the web team proceed with its current plans as quickly as possible. We fully support this effort and recommend that the team be given the financial support necessary to accomplish its objectives in a timely fashion. We encourage the development team to continue using user-centered design principles and to do as much user experience research as possible throughout the design and deployment process. We fully support the team's plans for ongoing training requirements for content creators and we recommend that campus units consider prioritizing the role of web management and content creation since it is a key marketing function.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Brian Fife and Rachel Hile
DATE: November 11, 2016
SUBJ: Revert to September 19 Recommendations for Academic Programs

WHEREAS, The Vice Chancellor for Academic Affairs and Enrollment Management (VCAA) outlined a series of recommendations for academic department restructuring and program improvement on September 19, 2016; and

WHEREAS, On October 18, 2016, the VCAA announced program closures in response to reported demands made by the Purdue University Board of Trustees in an executive session of the Board of Trustees; and

WHEREAS, Multiple programs that were recommended for closure by the VCAA on October 18 had originally been given a number of years to improve metrics such as enrollments, number of majors, and retention and graduation rates; and

WHEREAS, Many of the programs now recommended for closure can demonstrate growth in new students and number of majors this fall, had proposed plans for reducing administrative and clerical costs, had begun developing plans for redesigning curriculum or program focus to increase utility and student focus, and were otherwise interested in pursuing reforms and adaptations that would allow the degree program to continue at IPFW;

BE IT RESOLVED, That the Fort Wayne Senate calls upon the administration to reinstate the programs recommended for improvement and review in the September 19 recommendations but were then recommended for closure in the October 18 recommendations; and

BE IT FURTHER RESOLVED, That the reinstated programs, in consultation with the VCAA, develop precise benchmarks for improvement in the 2017-18, 2018-19, and 2019-20 academic years that will be the foundation for annual viability assessments; and

BE IT FURTHER RESOLVED, That, if the reinstated programs do not meet these benchmarks, then they will be closed.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Michael Wolf
DATE: November 17, 2016
SUBJ: Statement of No Confidence

WHEREAS, Chancellor Vicky Carwein has failed to adequately represent the interests of IPFW to the Purdue University Board of Trustees and in the work related to the Legislative Services Agency (LSA) working group on the future of IPFW; and

WHEREAS, Chancellor Carwein has not committed to the stated mission of IPFW, has not articulated a clear vision for the future of IPFW as a Multisystem Metropolitan University, and has not offered a clear rationale for changing the mission of IPFW; and

WHEREAS, Chancellor Carwein has consistently demonstrated a lack of commitment to operationalizing IPFW's 2014-2020 strategic plan; and

WHEREAS, Chancellor Carwein has overseen five years of declining enrollments and revenues and has not taken adequate steps to address our budgetary challenges in a strategic manner, instead relying on non-strategic cuts of convenience; and

WHEREAS, Chancellor Carwein, on behalf of the Purdue University Board of Trustees, has ignored the September 19, 2016, recommendations of Vice Chancellor for Academic Affairs and Enrollment Management Carl Drummond in favor of more drastic cuts to academic programming and a more immediate timeline for implementation, ignoring her own commitment to pursuing a multi-year, multi-stage restructuring process; and

WHEREAS, Chancellor Carwein's many failures of leadership at IPFW led 108 current tenured faculty members and 5 emeritus faculty members to sign their names in support of the attached statement of no confidence;

BE IT RESOLVED, that the Fort Wayne Senate has no confidence in Chancellor Carwein's leadership at this critical time in IPFW's history.

A Faculty Notice of No Confidence in Chancellor Carwein

Statement

As tenured faculty who have invested their careers into building a strong IPFW, we are writing to the public and to the Purdue Board of Trustees to express our lack of confidence in Chancellor Vicky Carwein's leadership. Recent pressures created by changes from within and from without the institution have exposed Chancellor Carwein's multiple failures of leadership, which have imperiled IPFW's future and undermined its mission to provide students in our region with a high-quality, affordable education at a comprehensive university. We have no confidence in the Chancellor's ability to provide leadership to IPFW as this crucial point in our history. In particular, Chancellor Vicky Carwein has failed this campus in the following key areas:

- Failure to adequately represent the interests of the campus in work related to the Legislative Services Agency (LSA) working group on the future of IPFW
- Lack of commitment to the stated mission of IPFW, coupled with an inability to articulate a clear vision or rationale for changing the mission
- Mismanagement of the University Strategic Alignment Process (USAP) and lack of commitment to operationalizing the 2014–2020 Strategic Plan
- Damage to campus morale and creation of a culture of fear

Because of these substantial failings, we have no confidence in Chancellor Vicky Carwein's ability to lead this institution. IPFW faces significant challenges; the university, the city, and the region will benefit from a new chancellor who can lead the institution toward the goals outlined in the 2014–2020 strategic plan while preserving its identity and mission as a comprehensive university. As tenured faculty, we have deep ties to this institution, our community, and our students. We want better for the people of northeast Indiana than we believe Chancellor Carwein has the abilities, both as an administrator and a leader, to deliver.

The actions of Chancellor Carwein, Purdue University President Mitch Daniels, and the Purdue Board of Trustees have been troubling. The board and president should begin to fix the damage through the following actions:

1. Accept IPFW Chancellor Carwein's resignation.
2. Allow the IPFW faculty to take leadership in choosing an interim Chancellor immediately and allow IPFW to take the lead in hiring a replacement chancellor.
3. Cancel the ill-considered cuts announced on October 18, 2016.
4. Permanently table the LSA recommendation to split the IPFW campus into two parts.

Additional details regarding Chancellor Carwein's key failures of leadership and administrative expertise

Failure to adequately represent the interests of the campus in work related to the Legislative Services Agency (LSA) working group on the future of IPFW

Chancellor Carwein has failed to advocate for the interests of this campus and has not adequately communicated the strengths and institutional successes of IPFW to Purdue University and Indiana University. Indiana Bill HB 1001, the bill that provided the charge for the LSA working group, "provides for the development of Indiana University-Purdue University Fort Wayne as a multisystem metropolitan university and requires Purdue University and Indiana University to make findings and recommendations concerning the role and governance of Indiana University-Purdue University Fort Wayne." Instead of making recommendations in light of the new designation as a "multisystem metropolitan university," as the bill directs, the LSA recommendations characterized IPFW as a failing institution and a problem to be solved, and Chancellor Carwein acceded to this characterization of the institution. Chancellor Carwein failed to convey IPFW stakeholders' legitimate critiques of how both Indiana University and Purdue University handled their roles and responsibilities in the management agreement and in their participation in the LSA working group. IPFW has long been underfunded by our legislature, misunderstood by the Commission on Higher Education, and underappreciated by our parent institutions. When the LSA recommendations failed to respond to the clear charge of HB 1001 and instead, as characterized by Vice Chancellor Carl Drummond, viewed the work of the committee as creating "an exchange of assets agreement," Chancellor Carwein did not object.

IPFW deserves a chancellor who reminds Indiana and Purdue that a management agreement is based on "agreement" and that communication and decision-making involve a two-way street. Parent institution leaders have little understanding of IPFW and spend little time here. Purdue in particular has been too directive in key recent decisions at IPFW. 1) Purdue did not grant former Chancellor Michael Wartell a waiver to extend his contract despite a Fort Wayne Senate resolution. 2) Purdue provided IPFW with minimal direct input about the selection of the current chancellor, Vicky Carwein. 3) Purdue representatives steamrolled the IPFW members' votes on the LSA study in order to recommend dividing an institution that has enjoyed fifty years of success as the intellectual hub of Northeast Indiana. Purdue LSA committee members based that decision on a study based on faulty premises and on empirical findings either erroneous or purposefully biased. 4) Purdue misused an internal strategic alignment process to force cuts to programs that are essential to IPFW's mission and strategic plan, and they did this not to strengthen education in northeast Indiana but, again as characterized by Vice Chancellor Drummond, in order to protect their financial commitment to IPFW in the event that profitable health-sciences departments are shifted entirely to IU control, as recommended by the LSA report. The third and fourth examples constituted particularly critical moments for leadership, and Chancellor Carwein did not provide sufficient rebuttal against the LSA's failure to accomplish the task it was charged with and against the most recent command from the Purdue Board of Trustees to make deeper program and department cuts than recommended by the Vice Chancellor for Academic Affairs and every dean on campus.

Lack of commitment to the stated mission of IPFW, coupled with inability to articulate a clear vision or rationale for changing the mission

The mission of IPFW, updated and reaffirmed in 2014, during Chancellor Carwein's tenure, reads: "Indiana University-Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region." After the new strategic plan was finalized, Chancellor Carwein initiated a process of strategic alignment (USAP) that was allegedly about operationalizing the strategic plan to ensure that all parts of the plan were on track for achievement by 2020. And yet to many faculty members, in the years since then, Chancellor Carwein appears to have been casting about for a new mission for the university, but without clear ideas about what that mission should be. Additionally, the USAP process mistakenly blended medium- and long-term strategic planning with short-term budgeting, leading to restructuring plans that confuse budget cutting with strategic planning.

Faculty members actively pursued a substantial role in the 2014–2020 strategic planning process, which led to an intense consideration by many faculty of how to strengthen the strategic plan draft into the solid Plan 2020 that was to have been the basis for the USAP process. Chancellor Carwein has noted on many occasions the large number of IPFW stakeholders who participated in the creation of Plan 2020, strengthening our claim that Plan 2020's statement of the university's mission should be seen as a definitive, broadly supported idea of our mission. Since that time, faculty have been repeatedly told that the status quo is unacceptable and that we must embrace change. Faculty are not against change, but we require a vision of change and a reason why change is progressive, both of which Chancellor Carwein has failed to articulate. Making bold changes for the sake of change is not sufficient reason. We oppose change that will hurt students, compromise the quality of higher education in northeast Indiana, and injure our community.

The Chancellor has not presented "change" with any coherence since her arrival. In annual convocations, she has emphasized something new each year, from the need for "rightsizing" to congratulating IPFW on a new doctoral program and its newly granted metropolitan status. These were two areas that might have become part of a vision for a revised mission, but these were failures: the nursing doctorate has now been slated for closure, and the Chancellor never leveraged our metropolitan status for growth or funding gains. Now, the idea of deciding what being a "multisystem metropolitan university" means for us, and making a plan to become that, is a dream of the past, because now the vision and the plan involve being split into two parts. Changing the mission of a university requires the participation and consent of more than one person. The lurching from priority to priority and crisis to crisis of the past several years comes from a person who knows that she does not have the authority to officially change the mission of the university but would like to change it without actually revising the mission statement.

Mismanagement of the University Strategic Alignment Process

The primary mission of the university is to educate students. It is the chancellor's job to administrate effectively in order to allow faculty to teach, produce scholarship and creative

works, and engage the community. By misdirecting our resources and energy toward administration and away from education, the Chancellor has confused the means and ends of higher education. Solid administration and healthy budgeting are in service of education, scholarship, and service of a comprehensive university. Chancellor Carwein's failures to provide leadership and competent administration for the university as a whole are exemplified by her failures to effectively hire and manage administrators at the highest levels. Some high-level turnover is to be expected when a new executive enters an organization, but the extraordinary administrative flux under this chancellor includes eight vice chancellors, a double-digit number of deans, three enrollment directors, and dramatic addition to and turnover in the Chancellor's staff. Despite the efforts of those in these positions, there have not been sufficient positive outcomes in enrollment, fundraising, or coherent internal reform. After a decline in administrative positions during the difficult financial years of 2011–2013, Chancellor Carwein has overseen an uptick of administrative positions, until now the number is at its highest ever, and administrators now outnumber faculty members. An inability to manage people relates in important ways to Chancellor Carwein's failures in managing the USAP process.

With USAP, departments, deans, and IPFW leadership expended considerable time and manpower to provide the USAP task force with exhaustive amounts of information, but there has been little attention to alignment with and plans for all parts of the Plan 2020. The USAP committees had initially promised that one of the results of their work would be to make sure that none of the parts of Plan 2020 would fall through the cracks, and that USAP would ensure that plans were in place to achieve each of Plan 2020's goals. Yet as the work developed, USAP lost sight of these goals, advancing recommendations that paid attention to fewer than half of the goals set out in Plan 2020. Instead, the Chancellor's and USAP's focus shifted to budgeting, cost-cutting, and a nebulous but pernicious discussion of "rightsizing." Chancellor Carwein confused budgeting with strategic planning, and this failure to understand the fundamental priorities and operations of the university has endangered the educational comprehensiveness of IPFW by cutting our community's educational options. Indeed, it is ironic that so little of Action Plan 41 has anything to do with the actual education of students. Rather, it advances a series of administrative changes without connection to the strategic plan or student success. The document discusses "an organized culture focused on continuous improvement," but it emphasizes procedural administrative improvement at the expense of the educational goals of the comprehensive university envisioned by Plan 2020.

In the matter of the implementation of the USAP recommendations, Chancellor Carwein, and now the Purdue University Board of Trustees, have chosen to "lead" by command and authority, despite serious reservations by IPFW's academic officers, the Vice Chancellor for Academic Affairs and the deans of the six colleges, about the necessity of pursuing the program and department cuts recommended by USAP. In "A Process for Programmatic and Organizational Changes in IPFW Academic Programs and Departments in Response to USAP Recommendations 2.1 and 2.2," released by VCAA Drummond and the six deans in July 2016, these academic officers questioned the educational or strategic reasoning behind the Chancellor's push for change:

Why should these steps be taken? Over the last several years IPFW has been challenged by declining enrollments. While tuition revenue continues to go down, detailed department level analysis indicates all academic departments, schools, and colleges generate revenue in excess of their cost. This aggregate efficiency is created in large part by the substantial revenue generated by relatively low cost contingent faculty. Yet even those departments that deliver the vast majority of their credit hours through the instruction of T/TT faculty generate revenue significantly in excess of costs. The old adage “if it ain’t broke don’t fix it” comes to mind.

So again, why make changes? It is the expectation of Chancellor Carwein, President Daniels, and the Trustees of Purdue University that IPFW give serious consideration to the recommendations of the USAP task force and make all necessary and appropriate changes in order to advance the mission of the university and to achieve the goals of our current strategic plan. The challenge at hand is establishing what defines a necessary and appropriate change, ensuring that changes made do in fact advance the mission and goals of IPFW, and finally aggregating those changes in a way that a strategically impactful result can be realized.

In this report, the VCAA’s and deans’ best explanation about why we are undertaking drastic change is that it is the expectation of the Chancellor, President, and Trustees. VCAA Drummond’s September 19 recommendations built upon the ideas developed in the response co-authored with the deans, focusing on incremental change and plans for improvement for programs targeted as needing to improve their performance metrics.

The campus moved forward with the September 19 recommendations, with faculty, chairs, and deans working for weeks in good faith to address these sometimes painful recommendations. That work became wasted time on October 12, when we learned that Chancellor Carwein demanded deeper cuts and faster changes than the academic officers had recommended, without any logical or empirical reasoning to demonstrate the necessity of such a drastic acceleration. On October 17, in VCAA Drummond’s statement to the Fort Wayne Senate, we learned that the LSA and USAP processes are linked in the minds of the Purdue Board of Trustees and Purdue President, despite the Chancellor’s repeated insistence that these were separate processes. Consequently, either by design or mismanagement, the Chancellor’s strategic planning process has become a Purdue University budget-cutting process.

Damage to campus morale and creation of a culture of fear

Leaders are partly responsible for the mood of the institutions that they lead. Institutions are not flow-charts; they are made up of people and exist as a community. They work best when the community trusts each other, which nurtures an environment of deep investment in the institution’s future by all members. The top-down management, administrative failures, and panic-inducing style of this chancellor have led to justified distrust by much of the IPFW community. The Chancellor has been unwilling to listen to legitimate concerns of the faculty.

For example, her letter to the Community Advisory Board about the May 12, 2016, meeting of the College of Arts and Sciences (COAS) concerning the USAP recommendations suggested that media reports about faculty concerns should be viewed as coming from just a few critical faculty whose programs were directly targeted. This was a purposeful miscommunication. The May 12, 2016, COAS meeting had enormous attendance, and some of the most vociferous critiques of the USAP report came from faculty in programs not targeted by the USAP report. Chancellor Carwein's comments dismissed faculty concerns, giving the Community Advisory Board an inaccurate impression of the reaction of the IPFW community to USAP. The Community Advisory Board should feel deceived by her miscommunication.

In the September 12, 2016, open-forum Fort Wayne Senate meeting, Chancellor Carwein stated that public criticism by faculty was hurting IPFW's reputation in the community, and she characterized criticism as inappropriate negativity. Criticizing factual mistakes and purposefully bad communications is not negativity. Advocating for IPFW to remain a comprehensive university is not negativity. This criticism of faculty is particularly jarring now, when faculty skepticism about how the USAP recommendations and the LSA recommendations might be combined to damage IPFW's identity as a comprehensive university have in fact come to fruition with the revelation from Vice Chancellor Drummond that "in the minds of the Trustees these two processes are inexorably linked." Real leadership would have acknowledged that these were negative times rather than scolding faculty who ended up being justified in their skepticism that USAP was about strategic planning.

Those faculty, staff, and students who have coordinated responses to the USAP proposals have been made to feel like any objection, however reasonable, may lead to retaliation against them. Faculty and staff have expressed fear for their jobs if they complain or object; students have expressed fear they could lose scholarships and support if they voice opposition. Some faculty and staff have in fact already been threatened because of their criticism of the administration. Dismissing valid concerns by people deeply devoted to IPFW and blaming IPFW's recent negative perception on them demonstrates a profound lack of leadership.

Chancellor Carwein's response to faculty criticisms of the USAP recommendations illustrate a pattern of contempt for faculty input and for the principles of shared governance. Her actions since arriving at IPFW suggest she sees the Fort Wayne Senate as a body to avoid, not include, in decision-making. She fails even in the symbolic gesture of coming to the Senate, remaining for the entire meeting, and being prepared to answer questions. The divide between IPFW's administration and its faculty, staff, and students can be bridged only by new leadership at the chancellor level.

SIGNATURES – STATEMENT OF NO CONFIDENCE

Anthropology

1. Richard C. Sutter, Professor and Chair
2. Lawrence Kuznar, Professor
3. Noor Borbieva, Associate Professor
4. Harold Odden, Associate Professor

Biology

5. Frank V. Paladino, Schrey Professor and Chair
6. William Cooper, Professor Emeritus
7. Elliott J. Blumenthal, Associate Professor
8. George S. Mourad, Professor
9. Winfried Peters, Associate Professor

Chemistry

10. Arthur Friedel, Professor Emeritus
11. Ronald Friedman, Professor
12. Vincent Maloney, Associate Professor
13. Daryoush Tahmassebi, Associate Professor

Communication

14. Steven A. Carr, Professor and Interim Chair
15. Art Herbig, Associate Professor
16. Wei Luo, Associate Professor
17. Irwin Mallin, Associate Professor

English and Linguistics

18. Damian Fleming, Associate Professor
19. Hardin Aasand, Professor and Chair
20. Lewis Roberts, Associate Professor and Director of Graduate Studies
21. Mary Ann Cain, Professor
22. George Kalamaras, Professor
23. Suzanne Rumsey, Associate Professor
24. Hao Sun, Professor
25. Michael E. Kaufmann, Associate Professor

(Continued)

SIGNATURES – STATEMENT OF NO CONFIDENCE (cont.)

English and Linguistics (cont.)

26. Chad Thompson, Associate Professor
27. Sara Webb-Sunderhaus, Associate Professor
28. Michael Stapleton, Chapman Professor
29. Troy Bassett, Associate Professor
30. Rachel E. Hile, Associate Professor
31. Lachlan Whalen, Associate Professor
32. John Minton, Professor
33. Debrah Huffman, Associate Professor
34. Curtis L. Crisler, Associate Professor
35. Shannon Bischoff, Associate Professor

Geosciences

36. Benjamin F. Dattilo, Associate Professor and Interim Chair
37. Solomon Isiorho, Professor
38. Anne Argast, Professor
39. Aranzazu Pinan-Llamas, Associate Professor

History

40. Richard Weiner, Professor and Chair
41. Ann Livschiz, Associate Professor and Director of the Honors Program
42. David G. Schuster, Associate Professor
43. Christine K. Erickson, Associate Professor
44. Suzanne LaVere, Associate Professor

International Language and Culture Studies

45. Ana Benito, Associate Professor, Spanish and Chair
46. Talia Bugel, Associate Professor, Spanish
47. Suin Roberts, Associate Professor, German
48. Nancy E. Virtue, Professor, French
49. Lee M. Roberts, Associate Professor, German
50. Laurie Corbin, Associate Professor, French

(Continued)

SIGNATURES – STATE OF NO CONFIDENCE (cont.)

Mathematical Sciences

51. Safwan Akkari, Associate Professor
52. Jeffrey Anderson, Professor
53. Lowell Beineke, Schrey Professor
54. Sandra Berry, Associate Professor
55. Chand Chauhan, Associate Professor
56. Adam Coffman, Professor
57. Dan Coroian, Associate Professor
58. Yihao Deng, Associate Professor
59. Peter Dragnev, Professor and Chair
60. Yuan Zhang, Associate Professor
61. James Hersberger, Professor and Associate Chair
62. John LaMaster, Senior Instructor
63. Marc Lipman, Professor
64. Sue Mau, Associate Professor
65. Yifei Pan, Professor
66. Douglas Townsend, Professor
67. Robert Vandell, Associate Professor
68. W. Douglas Weakley, Professor
69. Dianna Zook, Instructor
70. Yvonne Zubovic, Associate Professor

Philosophy

71. Bernd Buldt, Professor and Chair
72. Quinton Dixie, Associate Professor
73. Erik Ohlander, Professor
74. William H. Bruening, Professor Emeritus

Physics

75. Timothy T. Grove, Associate Professor
76. David P. Maloney, Professor
77. Mark F. Masters, Professor and Chair
78. Desiderio Vasquez, Associate Professor
79. Gang Wang, Associate Professor

(Continued)

SIGNATURES – STATEMENT OF NO CONFIDENCE (cont.)

Political Science

80. James Toole, Associate Professor
81. Georgia Wralstad Ulmschneider, Associate Professor and Pre-Law Advisor
82. Michael Wolfe, Professor and Chair
83. Andrew Downs, Associate Professor and Director, Mike Downs Center for Indiana Politics
84. Elliot Bartky, Associate Professor
85. James M. Lutz, Professor

Psychology

86. Lesa Rae Vartanian, Associate Professor
87. Kenneth Bordens, Professor
88. Carol A. Lawton, Professor and Chair
89. David M. Young, Professor
90. Daren H. Kaiser, Associate Professor
91. Jay W. Jackson, Professor
92. Craig A. Hill, Professor
93. Jeannie DiClementi, Associate Professor
94. Brenda Lundy Jackson, Associate Professor
95. Elaine Blakemore, Professor
96. Daniel A. Miller, Associate Professor
97. Jody Ross, Associate Professor
98. Michelle A. Drouin, Professor
99. Ryan Yoder, Associate Professor

Sociology

100. Peter Iadicola, Professor and Chair
101. Mieko Yamada, Associate Professor
102. Sushil Usman, Associate Professor Emeritus

Women's Studies

103. Janet Badia, Professor and Chair

(Continued)

SIGNATURES – STATEMENT OF NO CONFIDENCE (cont.)

Signatures from Other Departments

- 104. Melanie Bookout, Associate Professor, Music
- 105. Hedayeh Samavati, Professor and Chair, Economics
- 106. Otto Chang, Professor, Accounting and Finance
- 107. Brian L. Fife, Professor and Chair, Public Policy
- 108. Joe D. Nichols, Professor, Educational Studies
- 109. Joseph Khamalah, Associate Professor, Management and Marketing, Associate Dean
- 110. Carlos Pomalaza-Raez, Professor, Electrical and Computer Engineering
- 111. Todor Cooklev, Harris Associate Professor and Director, Wireless Technology Center

Signatures from Emeritus Tenured Faculty, Other Departments

- 112. David Dilts, Professor Emeritus, Economics
- 113. Lawrence J. Haber, Emeritus, Economics