

To: Senate Executive Committee
From: Steven Alan Carr, Voting Faculty
Date: 25 October 2019
Re: Elimination of USAP Recommendations 2.1 and 2.2

WHEREAS, the University Strategic Alignment Process (USAP) Report and Recommendations of 6 May 2016 called for the creation of academic program viability standards (2.1) and the use of viability standards to assess programs for closure, restructuring, and investment (2.2), and;

WHEREAS, the June 2016 COAS Working Group Response to the USAP Recommendations deemed that process “deeply flawed” and one “that failed to consider the totality of IPFW’s budget... goals, metrics, and outcomes outlined in IPFW’s strategic plan,” and;

WHEREAS, the August 2016 Office of Academic Affairs document “A Process for Programmatic and Organizational Changes in IPFW Academic Programs and Departments in Response to USAP Recommendations 2.1 and 2.2” called for “a phased series of changes” to preserve “an appropriate range of scholarly and educational experiences,” and;

WHEREAS, the 18 October 2016 revision to the Office of Academic Affairs document “Review and Recommendations for Academic Programs and Departments in Response to USAP Recommendations 2.2 and 2.3” unilaterally suspended 25 undergraduate and graduate degree programs and majors; and eliminated three programs and the departments that housed them, and;

WHEREAS, Vice Chancellor for Academic Affairs and Enrollment Management Carl Drummond told the Senate at an October 2016 meeting that the Trustees “directly ordered me to complete USAP recommendations 2.1, 2.2 and 2.3” and “make as many changes as possible” before 1 January 2017, and;

WHEREAS, SD 16-16 Statement of No Confidence noted that the Purdue University Board of Trustees “ignored” the original recommendations of Vice Chancellor Drummond “in favor of more drastic cuts to academic programming and a more immediate timeline for implementation,” and;

WHEREAS, the American Association of University Professors (AAUP) Department of Academic Freedom, Tenure, and Governance noted in a 16 November 2016 letter to Chancellor Vicky Carwein that the University Strategic Alignment Process, which included Recommendations 2.1 and 2.2, occurred through an administrative appointment process “at odds with [AAUP’s] Statement on Government’s provision that ‘[f]aculty representatives should be selected by the faculty according to procedures determined by the faculty,’” and;

WHEREAS, SD 16-36 Proposal to Establish a More Comprehensive Analysis of Academic Program’s Contribution to Degree Programs in Consideration of Program Resource Allocation, Suspension, and Closure called upon “any evaluation of academic programs for decisions on resource allocation, suspension, and closure” to go beyond “solely using metrics of the major” to the exclusion of program contributions outside the major, and;

WHEREAS, the Purdue University Northwest Faculty Senate considered in April 2019 a similar Strategic Resource Allocation (SRA) Initiative occurring on their campus and passed FSD 18-23 Resolution on SRA, which found “fundamental flaws in the SRA process” and determined that “reports from it should not be used as a source of data for decisions in support of academic decision making, or strategic planning” or as a “primary source for decisions going forward,”

BE IT RESOLVED, that the Purdue Board of Trustees cease any use of academic program viability standards created as part of USAP (2.1) and cease any use of viability standards to come out of USAP to assess programs for closure, restructuring, and investment (2.2) at Purdue University Fort Wayne, and;

BE IT FURTHER RESOLVED, that the Purdue Board of Trustees immediately rescind any pending or future directives or decisions involving academic programs, based in whole or in part on either USAP 2.1 or 2.2, and;

BE IT FURTHER RESOLVED, that the Chancellor of the Purdue University Fort Wayne Campus direct the President of the Purdue Board of Trustees to rescind any use of USAP 2.1 and 2.2 at the behest of the Senate, the governing body of the Faculty authorized to exercise the powers and responsibilities of the Voting Faculty; and,

BE IT FURTHER RESOLVED, that should the Purdue Board of Trustees wish to replace 2.1 or 2.2 with a new set of viability standards for academic programs, that it engage, through mutual understanding and collaborative effort with the Purdue University Fort Wayne Senate and consistent with the AAUP's 1966 Statement on Government of Colleges and Universities, development of an improved set of viability standards that better and more accurately assesses and values our campus' unique attributes and contributions to the higher education needs of the region.



UNIVERSITY STRATEGIC ALIGNMENT PROCESS

REPORT & RECOMMENDATIONS

MAY 6, 2016



INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

Dear Campus Community,

Two years ago we established the University Strategic Alignment Process as a forward-thinking process focused on our future, enhancing our ability to make strategic decisions to allocate resources according to our priorities. Never in our history has this need been more important than it is today, amplified as a result of the impact of many forces, internal and external, local and national.

As a result of the hard work of so many people involved in the USAP initiative, we now have specific and appropriate information and data to inform and guide our decision making. Of critical importance this year was the development of performance measures by each division, highlighting the value of this work and providing objective measures for evaluating progress toward goals and achievement of the priorities of Plan 2020.

Faced with challenges of fewer available high school graduates in the state, declining enrollment, increased competition, student demographic shifts and other influences, it is more critical than ever that we evaluate the ways in which we operate and implement strategies that will best position us to anticipate and proactively respond to challenges. With each of these challenges I firmly believe opportunities are also presented. It is imperative that we become more adaptable and responsive to the ongoing change and embrace the opportunities. Building on the seven themes identified last year, the Task Force has provided recommendations about areas for additional resource investment as well as areas we might decrease so that we can be more cost effective.

I express my deepest appreciation to the 24 members of the USAP Task Force who, representing all aspects of our university operations, dedicated untold hours to the work and maintained a focused commitment to the process and to producing a report and recommendations that will position IPFW for a successful future. A sincere thank you also, to those faculty, staff, department chairs, unit heads, deans, and other members of the campus community whose work and data have provided the information critical to producing this report.

Thank you,



Vicky L. Carwein

Chancellor

Table of Contents

Executive Summary	3
Introduction	5
Methodology	6
Recommendations	11
I. Build an organizational culture focused on continuous improvement	12
II. Cost savings and efficiencies	16
III. Invest to generate revenue	23
IV. High-potential areas for moving IPFW forward	30
Next Steps	36

Executive Summary

This report is submitted on behalf of the 24 Task Force members of the University Strategic Alignment Process (USAP) in hopes of providing direction in achieving the goals of the campus strategic plan, Plan 2020. Contained in this report are important recommendations for making IPFW a stronger metropolitan campus. These recommendations do not stand alone and this report should be understood in the context of the numerous supporting documents and data sources appended.

Like any reflective analysis, USAP's purpose is to make recommendations that lead to change. With that in mind, we would first like to emphasize the many things there are to be proud of at IPFW. We have steadily increased the number of students graduating with bachelor's degrees and last fall IPFW was recognized as being the number one university in the state for creating student social mobility. In response to the first year USAP recommendations, the new Leadership Academy is graduating its first class. In the USAP unit reports there are literally hundreds of examples of accomplishments and successes.

As we begin to discuss this year's USAP recommendations, we first wish to highlight that our campus is at a historical turning point. Two years ago we launched Plan 2020 and along with it, USAP was created to produce recommendations on how to better align university resources with IPFW's mission, based on data and strategic-level planning. Last year we celebrated our 50th Anniversary and were redefined by the legislature as a Multisystem Metropolitan University.

At the fall 2015 Convocation addressing those changes to the campus, Chancellor Carwein charged USAP to:

1. Think outside of our current structures and ways of doing things
2. Identify programs and services that are poised for growth and investment
3. Ask what new and innovative programming we should be investing in
4. Reject thinking that maintains the status quo
5. Suggest creative and innovative ways to offer programs and deliver services that clearly demonstrate that student success is not only the top priority of IPFW in the words of our strategic plan, but that we live it and promote it every day in everything we do
6. Ask the question—how do we create a better future for IPFW so that we grow in distinction, in value, and in service to our metropolitan area?

As a campus, we have an amazing opportunity to define our future. As a metropolitan university, how do we use our resources to enhance our regional impact and grow into this new designation? Our Task Force discussions echoed the same discussions occurring on this campus and across the nation—how comprehensive is comprehensive enough for our educational offerings? How do you balance the benefits of traditional liberal arts degrees of critical thinking, verbal and written communication, and quantitative reasoning with the trends in enrollment toward professional

degree programs? When discussing reallocation of resources, how do you improve and build capacity, not simply tear down?

Working through these questions, the Task Force concentrated on making recommendations that support Plan 2020 as well as the [guidelines](#) established for their recommendations, which were focused on four critical areas:

1. Increasing revenues
2. Identifying opportunities for efficiencies and cost savings
3. Identifying potential high-impact investments
4. Building a sustainable culture of continuous improvement

To accomplish their work, the Task Force considered the current offering of academic programs, the services and support we offer students, the internal operations of our institution, as well as the opportunity and demand in the region. Most importantly, they focused on our number one priority—student success.

This report is divided into the following four areas:

Introduction

In the introduction, the Task Force briefly contextualizes the work done and two legislative actions that impacted this work—(1) IPFW’s reclassification as a “metropolitan university,” and (2) a report by a Legislative Services Agency (LSA) committee tasked with operationalizing that reclassification.

Methodology

In the methodology section, the Task Force describes the organizational structure of USAP, the development of the year-two process, its data collection sources, and its method of analysis.

Recommendations

The bulk of the report is focused on the specific recommendations in the four areas requested by senior campus administrators. The Task Force developed subcategories in each area to ensure thorough coverage of each. The report contains 41 specific recommendations, nearly equal across the four areas. The Task Force provided as much detail as necessary for stakeholders and administrators to understand those recommendations, while leaving the development of specific timelines and action plans to the administration.

Next Steps

In order to be effective, any process of institutional reflection and critique, which the USAP process is, must lead to action. While the USAP process provides value to the institution due to the reflective learning that occurred during the process, to achieve its goals, specific recommendations must lead to intentional action steps. In this section the Task Force suggests a process to operationalize this report so that IPFW can achieve the goals of Plan 2020.

Introduction

This report discusses the methods, findings, and recommendations of the second year of the USAP. The process was created in spring 2014 to produce recommendations on how to better align university resources with IPFW's mission, based on data and strategic-level planning. After two years of budgetary shortfalls (2012-14), USAP's mission was two-fold—to assist with realigning resources and to assist with operationalizing the new Plan 2020.

Year One

The **first year** of USAP created a system for the collection of information from all major units on campus, including their purpose (mission), accomplishments toward that purpose, future goals, and requested resources. A Task Force of 12 faculty and 12 staff members reviewed the reports and developed a university-level analysis built around seven themes:

1. Academic identity, priorities, and direction
2. Alignment with regional needs
3. Communication and marketing
4. Leveraging technological capacity
5. Planning, assessment, and continuous improvement
6. Leadership development
7. Strategic enrollment management

Year Two

With budget shortfalls continuing through the first year of USAP (2014-15), the senior administrators on campus emphasized that the second-year analysis should also focus on four areas:

1. Increasing revenues
2. Identifying opportunities for efficiencies and cost savings
3. Identifying potential high-impact investments
4. Building a sustainable culture of continuous improvement

To conduct an analysis that could lead to specific recommendations in these areas, the Task Force modified the data system to include performance metrics, the regional job outlook, and more specific information on resource requests.

It seems certain that, regardless of the final shape of any new governance model for the university, whatever structure that emerges will face the same challenges to increase revenues, reduce costs, and continuously improve operations. Furthermore, once the path forward becomes clearer, the potential new investments identified in this report could, and should, become part of the discussion surrounding IPFW's future shape.

Methodology

Organizational Structure

USAP has used a three-part organizational structure: a [Steering Committee](#), a [Facilitation Team](#), and a [Task Force](#).

Steering Committee: As a chancellor's project, the chancellor and vice chancellors serve as the Steering Committee, providing governance and defining expectations of the process. The Facilitation Team and Task Force reported to the chancellor and met regularly with her through the design and building phases of the project. In addition, meetings with the Steering Committee throughout the project provided input and clarifications regarding the direction of the process. Members include:

- Vicky Carwein, Chancellor
- Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management
- Angie Fincannon, Vice Chancellor for Advancement
- George McClellan, Vice Chancellor for Student Affairs
- David Wesse, Vice Chancellor for Financial and Administrative Affairs

Facilitation Team: The Facilitation Team oversaw the process and timeline, and provided organizational support throughout the process. Members include:

- James Burg, Dean, College of Education and Public Policy—Chair
- Jennifer Oxtoby, Project Manager, Office of the Chancellor
- Carlos Pomalaza-Ráez, Professor, Electrical Engineering

Task Force: The third branch of USAP is the Task Force of 24 members, comprised of 12 faculty and 12 staff members. To engage the campus community and to ensure the participation of a diverse group of faculty and staff, a campus-wide nomination process was used to solicit participation. The Steering Committee made the final determination of Task Force membership. The Task Force was charged with developing the assessment methodology, analyzing the data, reporting on unit-level data, and finally creating recommendations based on their analysis. Members include:

- Suleiman Ashur—Professor, Civil Engineering (ETCS)
- Steve Amidon—Interim Chair, Visual Communication and Design and Associate Professor, English (VPA/COAS)
- Ashley Calderon—Director, Career Services
- Leslie Clark—Coordinator, Advising and Student Services (CEPP)
- David Cochran—Associate Professor, Systems Engineering and Director of IPFW Center of Excellence in System Engineering (ETCS)
- Ellen Cutter—Director, Community Research Institute

- Cheryl Duncan—Clinical Assistant Professor and Chair, Medical Imaging and Radiologic Sciences (HHS)
- Barry Dupen—Associate Professor, Mechanical Engineering Technology (ETCS)
- Patricia Eber—Chair and Assistant Professor, Human Services (HHS)
- Steve George—Assistant Director of Fiscal Operations, Physical Plant
- Amy Harrison—Account Clerk V, Library
- Denise Jordan—Clinical Assistant Professor, Nursing (HHS)
- Christine Kuznar—Associate Athletic Director, Athletics
- Rhonda Meriwether—Director, Mastodon Advising Center
- Max Montesino—Associate Professor, Organizational Leadership and Supervision (ETCS)
- Robin Newman—Associate Dean of Students, Dean of Students
- Jeff Nowak—Associate Professor, Educational Studies (CEPP)
- Joyanne Outland—Assistant Professor, Music (VPA)
- Jack Patton—Executive Director, Marketing Communications
- Winfried Peters—Associate Professor, Biology (COAS)
- Kathy Pollock—Associate Professor and Chair, Accounting and Finance (DSB)
- Kathie Surface—Faculty IT Support and LMS Specialist, IT Services
- Marcus Tulley—Warehouse Laborer VII, Physical Plant
- Mandi Witkovsky—Manager, Security and Identity, IT Services

Task Force Development Process

In May 2015, new and returning Task Force members spent nearly 20 hours preparing for this year's process, and new members met for eight hours of training and development, reviewing the following:

- IPFW goals and metrics related to Plan 2020
- Budgeting process and expense reports
- IPFW funding sources
- Resource allocation and distribution processes
- Data collection across campus and how data are used (Registrar, HR/OIE, Financial Services, Institutional Research)
- Student information data and existing performance metrics

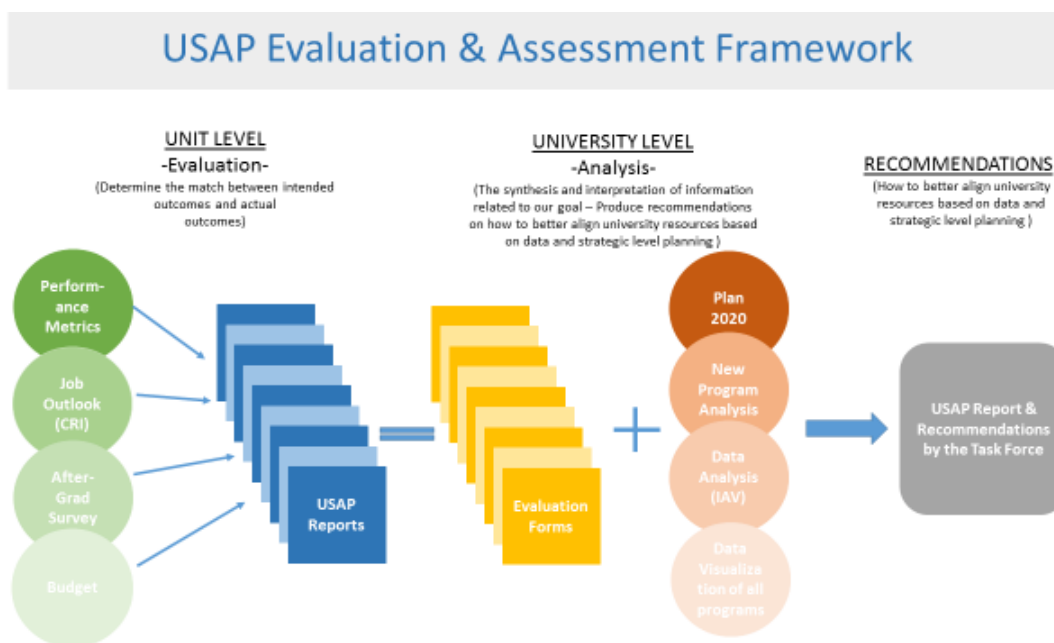
While grappling to understand this large trove of information, new and returning Task Force members revised the first-year model to meet the administration's request for more specific resource recommendations. The Task Force's focus was on identifying what needed to be improved or changed with the reporting and evaluation report format and process. A significant focus of the planning discussion was the addition of performance metrics to the process.

In August 2015 the Task Force resumed, spending more than 15 hours to finalize the report template, develop a rubric, and establish the analysis and evaluation process.

The report template was distributed on September 10, and unit-specific, pre-populated reports were distributed to each department on October 22. The Task Force met bi-weekly throughout the fall to make necessary updates and finalize the process.

Data Sources and Collection

This year’s reporting cycle considered both qualitative and quantitative data and was expanded with the addition of performance metrics, employment outlook, and graduate employment data for academic programs, where applicable.



Performance Metrics Development: The Task Force recommended that each division on campus develop performance metrics with leadership from their respective vice chancellors. This collaborative initiative marks a significant achievement for this university and led to identification of indicators that demonstrate the value of our work. Metrics provide a base for analysis to understand progress toward the goals and Plan 2020 as well as the contributions of individual units and their alignment with the plan. Additionally, these metrics help us understand our progress and identify challenges and opportunities to improve. Over the next year, IPFW will have continued conversations and training around establishing and managing performance metrics to support each unit in this endeavor.

Development of Advancement, Financial and Administrative Affairs, and Student Affairs

Metrics: Vice Chancellors Fincannon, Wesse, and McClellan worked within their own administrative units to create appropriate measures for each unit. The metrics for these units—[Advancement](#), [Financial and Administrative Affairs](#), and [Student Affairs](#)—reflect the diverse work of each unit and highlight the significant role they play within the university.

Development of Academic Metrics: Over summer 2015, a subgroup of Task Force faculty worked with the VCAA and Associate Vice Chancellor for Institutional Effectiveness to develop academic performance metrics. In August the deans reviewed and provided input into the data definitions. Six metrics were chosen by the USAP faculty to not only provide an understanding of program size and contribution to the university, but to understand resource distribution and highlight student success as demonstrated by retention and graduation rates. They included number of credit hours, majors, graduates, full-time and part-time faculty, persistence, and expenses. Where possible, the data was disaggregated at the academic program level.

In the fall semester, the IPFW Senate raised concerns that the process did not include sufficient faculty input, so the VCAA, along with faculty leadership, created a system for developing new academic metrics. After input from all academic departments on campus and screening by the faculty leadership and deans, final metrics were number of credit hours, majors and minors, graduates, full-time and part-time faculty, persistence, and expenses—with all data aggregated at the department level. This decision to move to a higher level of aggregation limited the Task Force's ability to review program viability. Performance metrics (by college) were populated by VCAA Drummond and distributed to academic programs in January 2016.

Employment Outlook: The Community Research Institute (CRI) was retained to conduct an analysis of [regional employment outlook](#) for northeast Indiana. CRI's analysis of IPEDS CIP educational programming throughout the region was compared with economic and occupational data in order to report information related to academic programs, including completions and projections. Due to some limitations in mapping program codes, not every academic program reflects a direct link to occupational databases. As such, academic units were invited to comment and provide context on their department's data in the USAP Report where these limitations occurred.

Graduate Employment Data—Destinations Survey: Each year, IPFW conducts a survey with recent graduates about their plans for the future and where their degrees will take them. The data is compiled into the [First Destinations Survey](#), a “snapshot” of what's possible with a degree from IPFW. Academic units were invited to comment and provide context on their department's data in the USAP Report, as appropriate.

Budget: With an improved budget process and more accurate data, the Task Force reviewed department-level [budgets](#) to assist in their overall evaluation.

Unit Reports: One hundred and nineteen units were asked to submit a [USAP Report](#), highlighting their mission and accomplishments, and providing comment and context on performance metrics, as well as employment outlook and graduate data for academic programs. Reports highlighted progress on last year's goals and identified three-to-five currently active goals for this year, including appropriate carryovers from last year. Units were also asked to identify performance metrics and resource needs for each goal.

The development of this year's USAP report by the Information Analytics and Visualization Center created a streamlined data capture system that provided data analysis capabilities that enhanced the process, and provided more detailed and useful information about our strategic alignment efforts. Multiple [reports](#) have been generated that compile the information from 119 individual USAP reports in a variety of ways:

- Goal summaries and listings
- Plan 2020 goal alignment index
- Resource needs

Analysis Process

Significant amounts of data were provided and two levels of analysis—both unit-level and university-level—were conducted to produce the recommendations in this report. In addition to the rubric embedded in the USAP report, a common summary evaluation tool was developed. Training and testing of these tools were held to promote consistency across review teams.

Unit-Level Analysis: Pre-populated USAP reports were distributed on September 10, 2015. On request of the chancellor, the initial due date of December 30, 2015 was moved up to October 23, 2015, so that the Task Force recommendations could be considered as part of the LSA process. When issues arose regarding the academic metrics, the deadline was moved back to December 30, 2015, for Student Affairs and Financial and Administrative Affairs; February 1, 2016, for Advancement; and March 4, 2016, for Academic Affairs.

In January 2016, six Task Force teams made up of two faculty and two staff members began reviewing unit reports using the rubric and evaluation tool, completing all reviews by March 31, 2016.

University-Level Analysis: In a two-day retreat, the Task Force spent nearly 20 hours reviewing unit-level report evaluations and determining their recommendations for areas of increasing, maintaining, and decreasing resources. A Qualtrics survey was used to gather Task Force members' input on campus-level recommendations prior to the event and members voted on the highest priority items. Discussion and debate continued beyond the retreat, filtering down to the recommendations contained in this report.

Recommendations

The following recommendations are based on review of the multiple data sources previously listed and filtered through the combined experience of the Task Force members. The recommendations are meant to go beyond a simple method of "cut here and add there," but instead are offered as a pathway toward a healthier, more adaptable IPFW. The Task Force understands that the campus faces a predicted \$2-3 million revenue shortfall next year, (FY 2017 operating budget is \$110 million) and that to invest in strengthening new and existing programs, the university must identify avenues to decrease costs and increase revenue streams.

The recommendations follow the outline of the [USAP Guidelines](#), and start with the need to build an organizational culture focused on continuous improvement. Campuses that need some form of prioritization do so because their normal processes have failed to produce the adaptations necessary for organizational health. Therefore, the Task Force emphasizes the importance of the first-year USAP recommendations, noting that the same themes continued to dominate this year's university-level analysis. The Task Force strongly believes that improving the organizational culture and processes are as important as any specific cost reductions recommended in this report. As a campus, we must build a more collaborative culture that includes planning, assessment, and improvement. It is the basic formula of scientific inquiry, yet like many campuses, we fail to follow this formula when it comes to reflecting and improving our own institutional performance.

The recommendations are organized as follows:

I. Build an organizational culture focused on continuous improvement

- Transition the USAP Task Force to an ongoing continuous improvement model
- Engage and support the deans
- Enhance and clarify performance expectations of all IPFW employees

II. Cost savings and efficiencies

- Evaluate academic program efficiencies
- Evaluate administrative and auxiliary service efficiencies

III. Invest to generate revenue

- Invest in retention and student success
- Invest in new and expanded programs
- Invest so units can excel

IV. High-potential areas for moving IPFW forward

- Take action to understand and align programming with regional needs
- Review and enhance key curricular areas experienced by many students
- Improve the student experience from recruitment to post-graduation

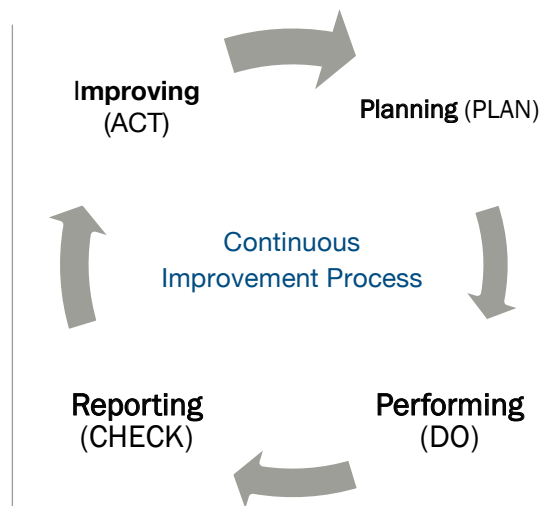
I. Build an organizational culture focused on continuous improvement

It was not too long ago that IPFW experienced many consecutive years of enrollment growth, which presented few challenges demanding more from IPFW—more proactive planning, more collaboration across units, and more investment in student success. While many programs on campus have been innovating and improving along the way, others have maintained the status quo.

Today, we are operating in a different environment. Enrollment challenges, student demographic shifts, increased market competition, potential changes from the [LSA Study](#), and changing technology are some of the forces impacting IPFW’s future. Our ability to be successful rests on our ability to quickly and appropriately respond to threats as well as opportunities. Designing a system that allows us to identify and act on these things is critical as we move forward.

The USAP Task Force recognized that in order to implement meaningful, sustainable change to achieve key outcomes—including improved student success measures and a balanced budget—the organizational culture must be reoriented toward collaboration, innovation, and assessment. IPFW should work to create a culture of continuous improvement, focusing on processes, procedures, and operations that will enhance our ability to support students and the region. This USAP process has been the first coordinated step toward creating that culture, and the momentum must continue into implementation.

The following recommendations were derived through a synthesis of unit report evaluations, campus-level review, and the combined experience of the 24 Task Force members.



Transition the USAP Task Force to an ongoing continuous improvement model

1.1 Invest in our organizational capacity to create change. Organizational excellence can only be achieved if strategies are deployed, progress is monitored, and accountability is maintained. Large institutional change projects require time, coordination, and accountability. To achieve Plan 2020, the university should realign USAP resources toward developing this capacity. Continuous improvement requires transcending traditional university silos, and therefore must remain a function of the Office of the Chancellor.

Plan 2020 Alignment:

I Foster student success

II Promote the creation, integration, and application of knowledge

III Serve as a regional intellectual, cultural, and economic hub for global competitiveness

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

1.2 Improve the quality, access, and presentation of critical institutional data. While IPFW boasts multiple Centers of Excellence for data analytics, its internal institutional capacity for actionable, analytic information is severely lacking, inhibiting our ability to make data-informed decisions in a timely manner. Without good data, continuous improvement management will be undermined.

Plan 2020 Alignment:

IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics

1.3 Streamline reporting. Department chairs, deans, directors, and managers are required to complete dozens of reports throughout the course of a year, creating much frustration. Arguably, this is one of many byproducts of organizational silos. IPFW should develop a system (with re-use of content in mind) that integrates the collection of data related to assessment, employee evaluations, accreditation standards, experiential learning activities, graduate placements, and other areas. USAP submitted a Report Consolidation Project plan in 2015 that could be a foundation for this project.

Plan 2020 Alignment:

IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics

1.4 Understand and incorporate key tenets of successful universities. Why are other schools expanding? Why are similar universities graduating students at higher rates? Leveraging best practice models, predictive analytics, and other tools could help IPFW identify additional creative and innovative ways to achieve the vision laid out in Plan 2020.

Plan 2020 Alignment:

I Foster student success

II Promote the creation, integration, and application of knowledge

III Serve as a regional intellectual, cultural, and economic hub for global competitiveness

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

Engage and support the deans

1.5 Engage the deans as continuous improvement leaders. Deans should develop implementation plans for the recommendations impacting their colleges. Every dean should be provided with a dashboard that outlines the university's short-term Plan 2020 performance metric goals related to enrollment, retention, etc., with targets that each college must try to meet. The organizational culture needs to shift from one where the deans are only responsible for their individual, under-resourced silos, to a culture where they collectively direct campus resources to improve student success.

Plan 2020 Alignment:

IV.B.2. Decentralize resource distribution and control to lowest level, mission-focused administrative units

1.6 Provide the necessary resources to excel. To excel, deans and their colleges must have increased access to—and dedicated support for—marketing, IT, communications, admissions, advising, retention resources, data analytics, and advancement. Later in this report, embedded service models are explored that would equip each college with a support team so that they are better resourced to succeed.

Plan 2020 Alignment:

I Foster student success

II Promote the creation, integration and application of knowledge

III Serve as a regional intellectual, cultural, and economic hub for global competitiveness

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

Enhance and clarify performance expectations of all IPFW employees

1.7 Adopt best practices related to “living the organizational mission.” The Taskforce examined a number of ideas on how to improve our organizational capacity at IPFW, including: **1) Emphasize the importance of how IPFW on-boards new employees and how the mission and vision of IPFW is promoted within the campus community.** We encourage those charged with acclimating new employees to provide appropriate training and development, ensuring all new faculty and staff are familiar with IPFW’s strategic priorities. Providing new employees with information about policies, procedures, and processes can positively impact employee engagement and when used effectively, will help drive our progress on strategic priorities. **2) Support and reward strong leadership at IPFW.** The IPFW Leadership Academy was implemented as a result of USAP’s Year-One recommendations. Incorporate the Leadership Principles identified by this group into our culture by establishing an expectation that all IPFW leaders demonstrate and are accountable for the ideas they embody. **3) Create a culture of communication and collaboration by recognizing and rewarding collaboration between academic units, university departments, and community partners.** Identify opportunities to enhance communication and authentic collaboration with Purdue University, Indiana University, and the community.

Plan 2020 Alignment:

I Foster student success

II Promote the creation, integration, and application of knowledge

III Serve as a regional intellectual, cultural, and economic hub for global competitiveness

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

II. Cost savings and efficiencies

The uncomfortable fiscal reality is that the university can no longer afford to be what it has become, and after four years of cost-cutting and trimming, more substantial measures are necessary to set the campus on a new path. It is the sincere hope of the Task Force that the following recommendations will enable the campus to move away from a culture of fear over future cuts to a culture of increased stability, allowing the campus to focus on fulfilling its mission as a metropolitan university.

The overarching goal of the following recommendations is to resource programs and services in a sustainable manner. We must also foster a culture of continuous improvement, and empower individuals to identify and eliminate inefficiencies. The entire IPFW community must become good stewards of its resources.

Evaluate academic program efficiencies

- 2.1 Create academic program viability standards.** The USAP Task Force recommends that the VCAA and deans create viability standards by reviewing our academic portfolio to ensure it is focused on mission, sustainability, market relevance, and viability of programs moving forward. A draft of these standards should be available for campus review and input by August 2016. The final standards should be in place by the middle of the fall 2016 semester.

Plan 2020 Alignment:

IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

- 2.2 Use viability standards to assess programs for closure, restructuring, and investment.** IPFW boasts about having more than 200 academic programs, yet it is clear from reading the USAP reports that many existing programs are under-resourced. Furthermore, regional needs and changes to the area's economy suggest that IPFW should consider establishing new academic programs. It is unlikely that, given the competition for state funding, that IPFW will ever have the budgetary resources to adequately staff and maintain all of these existing programs, and invest in new ones.

Given the fact that the [academic metrics](#) developed last fall were based on departments, and not individual degree programs, the Task Force lacked historical data to make recommendations regarding specific academic program closures. However, there is an urgent need for the university to deploy viability standards for academic programs, with the aim of reducing the number of programs, and increasing resources to grow and maintain those programs that remain. Viability standards should not be the sole measure for

those programs that remain. Viability standards should not be the sole measure for determining whether or not a program should be discontinued. Such decisions should consider many factors, including alignment with mission and regional needs, costs of delivery, and the presence or lack of competing programs in the region.

Although assessing program viability should be a recurring process, the first list of programs for closure or restructuring should be completed by December of 2016 by the VCAA and deans.

Plan 2020 Alignment:

IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

2.3 Restructure academic departments. Tasked with identifying areas for cost savings and efficiencies, and after a review of all of the data outlined in the Methodology section of this report, it is recommended that the following academic departments be restructured in order to reduce costs. This recommendation was made based on current enrollment trends, number of degrees awarded, and demand and is no way intended to indicate these departments are unworthy of support.

- Anthropology
- Economics (consolidate two programs)
- Fine Arts (in progress)
- Geosciences
- History
- International Language and Culture Studies
- Master of Business Administration (consolidate two programs)
- Philosophy
- Physics
- Political Science
- Sociology
- Visual Communication and Design (in progress)
- Women's Studies

In order to restructure academic departments, other departments on campus may be included to create logical and effective clusters of academic programming.

Restructuring should not simply combine together degree programs that lack viability; therefore, planning for departmental restructuring should be done in parallel with analyses of program viability.

When possible, this should be seen as an opportunity to reinvent our program offerings to better align with regional needs and create interdisciplinary models of education.

Using appropriate roles and responsibilities, the VCAA should lead a process that includes deans, chairs, faculty, and the IPFW Senate and that produces an implementation plan by the end of the spring 2017 semester.

Plan 2020 Alignment:

IV.B.1. Resource allocation prioritization informed by performance metrics

IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

- 2.4 Explore and implement options for more efficient use of faculty and chair resources, where appropriate.** There is much diversity at IPFW regarding expertise, research interest, and departmental operating structure. We encourage that the administration and the IPFW Faculty Senate work together to allow flexibility in practice and policy in the application of faculty and chair time. One example may be to allow a pathway for promotion and tenure for teaching without research (the 4/4 option available to tenured faculty). This should not become a mandated standard, but an option for faculty whose talents and career interest focus on pedagogy and teaching. It should also be noted that Plan 2020 calls for increased student participation in research, which is faculty time-intensive, but highly impactful for student success. Any use of teaching-only options must be balanced with the needs of the students, faculty members, and the university's mission to engage students in research inquiry. Determining the right mix of faculty (tenure-track with and without research releases, clinical, continuing lecturers, and limited term lecturers) as well as the proper workload and governance rights and responsibilities of those faculty is critical to the successful implementation of Plan 2020.

Plan 2020 Alignment:

IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

- 2.5 Optimize enrollment of course sections.** IPFW must strive to course scheduling efficiencies. Possibilities could include increasing class sizes where justifiable, combining sections with low enrollment, examining section enrollment caps, and mapping out demand for upper level courses based on student needs for completion.

Plan 2020 Alignment:

IV.B. Process Goals: Efficiency

- 2.6 Study course completion rates.** Target courses with high DFW rates for course redesign and supplemental instruction to increase the number of students who successfully complete a course the first time, which reduces the number of seats that need to be offered while also reducing time-to-degree and student attrition.

Plan 2020 Alignment:

IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

- 2.7 Evaluate Centers of Excellence and identify closures, realignment, and revenue-generating opportunities.** As outlined in the 2003 [charter](#) for Centers, evaluations of each of these units should consider its alignment to current faculty expertise, its cost to the university, its contribution to the university's \$1 million Technical Assistance Agreement metric in Plan 2020, the degree to which it facilitates multidisciplinary collaboration, and the experiential learning opportunities it offers for students. Alignment with regional needs should also be considered.

Additionally, some campus activities (labs, for example) may operate like a Center without the designation. Clarify the role these units have in achieving the research and community outreach goals of Plan 2020.

The administration should prioritize those resources presently dedicated to Centers of Excellence to maximize their revenue generation and increase their self-sufficiency.

Plan 2020 Alignment:

IV.A.1. Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units

IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics

IV.B.1. Resource allocation prioritization informed by performance metrics

IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

Evaluate administrative and auxiliary service efficiencies

- 2.8 Reduce administrative positions.** Rethink the IPFW management structure, particularly the number of positions in all divisions, and how each plays a unique and necessary role in the success of Plan 2020. This should not be seen as a simple reshuffling of position titles and tasks, but a review of the work that needs to be done and the appropriate level of oversight or title necessary.

Plan 2020 Alignment:

IV.B. Process Goals: Efficiency

- 2.9 Transition to an embedded service model.** Academic units and the students they serve should be the focus of our campus, yet many important service functions are solely focused at the university level. IPFW should invest in the model we use for business managers, which would allow for consistent application of policy, standards, and best practices; but embed them in (or assign them to) the unit(s) they serve so they can meet the individualized needs of academic units. Examples of campus services to embed in colleges include: marketing, IT, communications, admissions, advising, retention resources, career services, data analytics, and advancement. Design newly combined support units with the input of deans and faculty to establish creative collaborations. Define their performance standards, resource them appropriately, and then review performance in a prescribed period of time. Repurpose support personnel to other units to utilize their valuable skill sets.

Plan 2020 Alignment:

IV.B.2. Decentralize resource distribution and control to lowest level, mission-focused administrative units

- 2.10 Create and deploy campus sustainability measures.** Partner with utility providers to explore rebate programs to replace lighting with LEDs. Schedule summer courses in as few buildings as possible to conserve on cooling costs to portions of buildings. Create paperless processes and eliminate paper processes when a digital counterpart exists, including usage of the online campus calendar and elimination of mailbox fliers.

Plan 2020 Alignment:

IV.B. Process Goals: Efficiency

2.11 Determine the campus community’s acceptable level of investment in Athletics. Over the past two years, changes have been made to clarify and make transparent the amount of institutional support to Athletics. When identifying opportunities for cost savings and efficiencies with mission-critical academic areas, we must do the same with other areas throughout the institution. Currently, the entire Athletics budget across all funds is approximately \$8 million, of which approximately \$5 million in institutional support is from the General Fund. Athletes represent some of our most high-achieving students, and in order to function well in NCAA Division I sports Athletics indicates they require additional investment. To assist in reducing the ongoing campus debate over Division I, or Division II, or no Athletics program at all, **the campus administration must 1) clearly articulate the funding level at which Athletics is valued, 2) if there is a goal to increase or decrease this proportion, it should be made public to the campus community, 3) the administration should prioritize the resources presently dedicated to Athletics to maximize its revenue generation, and 4) Athletics should distribute an annual report to all faculty and staff**, similar to other universities, highlighting academic performance, compliance, development activities, team highlights, and information related to cost and revenue. This will ensure the entire campus community is aware of Athletics’ contribution, as well as costs, to the university.

NOTE: In 2015, in response to a 2014 request by the University Resources Policy Committee, a major study of IPFW Athletics was conducted by Alden & Associates, which is available on Vibe. It identified a number of challenges, as well as the associated costs and savings, if IPFW were to move from Division I to Division II athletics. That report recommended that IPFW maintain Division I athletics, noting that obstacles such as exit fees for leaving a conference and initiation fees when moving to a new conference could be greater than any cost savings coming from moving to Division II. In fact, in its financial analysis, the consultants found that the university would lose nearly \$2 million in revenue during the transition. However, given the fact that significant university funds are spent on athletics, the Task Force believes the university should continue to closely study this issue.

Plan 2020 Alignment:

IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

2.12 Adopt policies to maximize revenue in student housing. The USAP Task Force understands that IPFW Student Housing is currently at 70–75% occupancy and is not only an unnecessary burden on the finances of IPFW, but a missed opportunity related to retention and student success. Possible policy solutions could include requiring out-of-town freshmen or students receiving scholarships live in campus housing, review of summer conference rental programs, or even converting a housing building into an elder living facility. Prioritizing the resources presently dedicated to student housing to maximize its revenue generation, increase its self-sufficiency, and identify accountability and timelines will help solve this complex issue.

Plan 2020 Alignment:

I Foster student success

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

III. Invest to generate revenue

Investing resources in areas that are associated with the real potential to increase student success or to generate revenue for the institution just makes sense. Not doing so indicates missed opportunities to fulfill our mission. USAP reports identified the need for 141 positions and over \$15 million in both recurring and nonrecurring dollars to accomplish goals. No amount of cost savings, reductions, or reassignment would cover all the need that has been expressed by the units within the university. If IPFW is to thrive we must address the need for generating additional revenue. As an institution 60% dependent on tuition dollars, we *must* focus on student success and improving persistence and graduation rates. Additionally, enhancing our programming to respond to student and regional needs will continue to make IPFW competitive in the region and better align us with regional partners.

Invest in retention and student success

3.1 Develop a university-wide strategic enrollment plan that integrates the university's programs, practices, policies, and planning related to Strategic Enrollment Management (SEM). IPFW should work to make student recruitment, retention, and graduation core academic foci, and to create an understanding that student success is a shared responsibility of all IPFW administrators, faculty, and staff. IPFW does not currently have a widely understood SEM plan to manage enrollment in alignment with its strategic and academic plans, nor do we have an integrated system to manage enrollment from prospect to graduation that is shared and known across campus. In addition, many systems related to enrollment management are not up-to-date technologically. Finally, the lack of clear processes for coordinating, assessing, planning, or intervening as a campus to improve student retention and success is limiting IPFW's ability to achieve Plan 2020 goals in this area.

Plan 2020 Alignment:

I.O.1a. 30% graduation rate in six years

I.O.1b. 1,600 baccalaureate degrees awarded annually

IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

IV.O.1a. Constant enrollment of 9,000 undergraduate and 1,000 graduate degree-seeking students

3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates. According to a recent survey of higher education experts by *The Chronicle of Higher Education*, “in getting more students to complete their degrees, the use of highly structured curricula and proactive advising systems holds more promise than performance pay, free tuition for the first two years of college, or expanding credit for off-campus coursework.” This fact is well-known by professional advisors across campus and is identified as a key component in student success. Resources should be invested to improve the overall advising process in order to create a consistent advising experience across the university. Faculty should participate in the advising process to develop rapport and student connection to the department. The [withdrawal process](#) implemented in fall 2015 and remedial courses associated with [probation](#) status show promise and should be considered for all undergraduate students.

Plan 2020 Alignment:

I.O.1a. 30% graduation rate in six years

I.O.1b. 1,600 baccalaureate degrees awarded annually

I.B.4. Expand use of high-impact instructional and advising interventions

3.3 Become a key partner in advancing Northeast Indiana’s Big Goal by creating and implementing a comprehensive recruiting strategy that involves the appropriate departments and people. IPFW should identify with and clearly articulate its vital role in advancing and achieving Northeast Indiana’s Big Goal, particularly as it relates to postsecondary persistence and completion, with a strategy that includes admissions, marketing, deans, faculty, advisors, and others who should be engaged with potential students. IPFW should explore partnering faculty with recruiters to ensure students are aware of and placed in appropriate majors. We should also focus recruiting efforts on specific student populations with particularly strong potential for growth here, including under-recruited second-tier students, international students, and graduate students. We also need to continue to expand our outreach to Michigan and Ohio.

Plan 2020 Alignment:

I.O.1a. 30% graduation rate in six years

I.O.1b. 1,600 baccalaureate degrees awarded annually

IV.O.1a. Constant enrollment of 9,000 undergraduate and 1,000 graduate degree-seeking students

3.4 Invest in the Enrollment Services Center (“Mastodon Hub”). This center, already being planned by the Registrar and Financial Aid offices, supports a strategic enrollment management plan to integrate programs, policies, and planning functions associated with student services. It will offer “one-stop” access for students managing their business needs at the university. We recommend the Bursar’s office also be integrated into the center, offering pay stations and cross-training to service representatives who staff the center. This center is promising, but the Task Force is concerned that the number of support services in the present model is too limited.

Plan 2020 Alignment:

IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

Invest in new and expanded programs

3.5 Invest in Health Science and Engineering programs. Given that manufacturing and health care are northeast Indiana’s top employers and the fact that IPFW has an existing reputation for excellence in engineering and allied health services, the Task Force recommends additional investments in these academic areas. Of specific interest to the Task Force is how IPFW can better align with and serve the workforce needs of our metropolitan region. Several departments have goals associated with the development of new and expanded programs in areas identified with strong regional demand and these should be explored for feasibility. Other programs are already experiencing enrollment growth in addition to projected demand, and as a result the Task Force recommends investing in them:

- Human Services
- Manufacturing and Construction Engineering Technology
- Nursing
- Biochemistry program in the Chemistry department, specifically to support health sciences

Through the [Employment Outlook](#) report created for USAP, the university made the first step toward understanding the opportunities that exist for new and expanded programming based on regional needs. Academic Affairs should include regional demand forecasting in academic planning efforts in order to identify programs of high need.

Plan 2020 Alignment

- I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials
- I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions
- I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects
- I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond

3.6 Enhance program and service delivery to include more options for online and accelerated learning. Regional and national trends for innovative delivery models indicate that IPFW should identify needs of current and potential students for alternative delivery models.

Plan 2020 Alignment

- I.B.5. Transform the concept of the college classroom and the delivery of education

Invest so units can excel

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. All areas of Advancement—Development, Marketing Communications, College TV, and Alumni Relations—play a critical role in IPFW’s future. Providing them with tools and resources necessary to generate revenue on behalf of IPFW is a priority. The return on investment should be seen through improved university visibility, enrollment yield, and fundraising efforts as outlined in Plan 2020. Development support and services should be embedded in colleges as part of an embedded service model.

Plan 2020 Alignment

- IV.C.1. Build infrastructure to support advancement goals and functions
- IV.C.2. Implement a strategy for sustainable external funding of strategic priorities
- IV.C.3. Enhance volunteer engagement in support of strategic goals and fundraising

3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu. To create sustainable, coordinated, and measurable outcomes we need to better understand marketplace conditions, target audiences, and the competitive landscape, which are critical components to crafting and presenting compelling messages. Communicating key messages that highlight the student experience, alumni successes, and faculty achievements must be presented consistently across all university communication channels, including ipfw.edu, social media, email (for students, faculty, and staff), advertising, print, College TV, telephone on-hold messages, and campus signage and grounds. Furthermore, integrating and coordinating brand, enrollment management, advancement, university relations, and community engagement with academic support should be established. Marketing support and services should be embedded in each college as part of an embedded service model and should encompass a transparent process for prioritizing projects to ensure resources are being dedicated to high-priority endeavors.

Plan 2020 Alignment:

- I Foster student success
- II Promote the creation, integration, and application of knowledge
- III Serve as a regional intellectual, cultural, and economic hub for global competitiveness
- IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.9 Invest in Helmke Library. As expenses for library resources continue to rise, the library should be prioritized to provide the necessary resources, technology, and learning spaces for all students and faculty to excel.

Plan 2020 Alignment:

I.B. Increase student engagement

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.

Analyzing where improvements can be made in our implementation or use of technology and prioritizing those changes will enhance our internal processes and support of students. Information Technology Services (ITS) should be embedded in each college as part of an embedded service model and should encompass a transparent process for prioritizing projects to ensure resources are being dedicated to high-priority endeavors.

Plan 2020 Alignment:

I.B.5. Transform the concept of the college classroom and the delivery of education.

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.11 Improve the physical appearance of campus grounds. Beautifying the IPFW campus can become a powerful marketing tool by enhancing first impressions by new and potential students. Additionally, it supports the well-being of staff and faculty by encouraging time spent outside. Many faculty and staff have noticed a negative change regarding the beauty of our campus over recent years. We encourage the use of student workers and reprioritization of existing funds to restore the campus' tradition of being a beautiful and peaceful place to work and study.

Plan 2020 Alignment:

I Foster student success

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.12 Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes. In order to stay current and meet the needs of today's students, departments must have budgeted plans for maintaining and replacing equipment. Multiple units provided specific requests for laboratory and equipment upgrades; therefore, a process for requesting, prioritizing, and budgeting equipment and laboratory needs must be established. Capital investment accounts that allow units to save money over time for planned replacements, or a prioritization and selection process similar to how faculty lines are now distributed, may be possible solutions. Specific departments the Task Force recommends investment for laboratory or equipment include:

- Civil and Mechanical Engineering
- Dental Assisting, Hygiene, and Lab Tech
- Electrical and Computer Engineering
- Medical Imaging and Radiologic Sciences
- Music

Plan 2020 Alignment:

I Foster student success

II Promote the creation, integration, and application of knowledge

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.13 Explore revenue generating business opportunities. The Task Force identified several specific areas where the university could increase revenue, such as: **1) Invest resources needed to establish effective collections of late and delinquent tuition.** Every year IPFW loses several hundred thousand dollars in bad debts. Establishing the ability to reclaim some of these monies could increase revenue. In FY 2015 IPFW had more than \$300K in uncollected bad debt. **2) Explore the feasibility of charging for credit card transactions.** Unlike Purdue West Lafayette and other universities, IPFW does not charge for credit card transactions completed at the Bursar's office. Instead the fees are covered by the general fund, which totaled over \$300,000 for FY 2015. **3) Consider opportunities for expanding the Mastodon Card partners to increase the usage of IPFW ID cards.** Currently, IPFW partners with Aramark, CVS, and Tim Hortons. Expanding to other restaurants and stores would enhance the choices students have. **4) Develop an Amazon Associates site.** This site could be used by students, faculty, staff, and alumni whereby IPFW would make a percentage on all purchases made through the site.

Plan 2020 Alignment:

I Foster student success

II Promote the creation, integration, and application of knowledge

IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

IV. High-potential areas for moving IPFW forward

Last June, acting with direction from the Indiana General Assembly, the Indiana Commission for Higher Education (ICHE) designated IPFW as a “Multisystem Metropolitan University.” In addition to the definition provided in official designation, the Coalition of Urban and Metropolitan Universities (CUMU) further clarifies how these types of universities are different from more traditional residential campuses. According to CUMU, metropolitan universities:

- Serve as anchor institutions for their metropolitan area
- Are major employers in the region
- Stimulate and nurture economic enterprises
- Build the workforce
- Enrich the cultural life of the region
- Partner with government, community organizations, public schools, and nonprofits
- Strategically address the needs of the region, provide vital services, and strengthen the regional fabric
- Draw upon the region to expand students’ learning beyond the campus itself, and enhance research opportunities for students and faculty
- Actively and reciprocally engage with the region
- Align research, teaching, and engagement with the traits and ambitions of the region
- Use their intellectual capacities to contribute significantly to metropolitan planning and development, the enhancement of social capital and social enrichment, the improvement of schools and educational outcomes, and the preparation of globally connected, action-oriented civic leaders

The USAP Task Force agrees that the CUMU list accurately describes who we are as a campus community. The big question is how IPFW can heighten its status as a Multisystem Metropolitan University to provide improved outcomes for students and the community. To that end, the Task Force supports the chancellor’s goal of enhancing and developing quality partnerships with the Fort Wayne metropolitan region, focused on teaching, research, and public service in order to build, enhance, and sustain regional quality of life.

Take action to understand and align with regional needs

4.1 Establish a baseline understanding among campus leaders of the regional economy and what our competitors are doing. Regional information must be understood by campus administration, available to students, and incorporated into continuous improvement processes. According to IPFW’s 2015 First Destination Survey of recent graduates, 83% of employed respondents are working within the northeast Indiana region. IPFW must strive to be more aligned with the region in which it serves, but in order to do so we must have better information to help us understand the region. Historically, IPFW’s Office of Institutional Research and Analysis has not had the capacity to provide strategic direction to administrators related to regional occupational demands and employment trends. Additionally, it is critical for those making strategic decisions about marketing, admissions, and programming to have a shared understanding of what competing institutions offer, the structure/delivery of programming, and how IPFW’s enrollment and graduate numbers compare. Students in northeast Indiana have a choice in higher education; how and why they “vote with their feet” must be understood by IPFW. As a Multisystem Metropolitan University with 83% of employed graduates working within the region, we must understand the region’s needs and incorporate them into ongoing strategic planning processes.

Plan 2020 Alignment:

- I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs
- I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials.
- III.E. Provide leadership in regional economic development
- III.O.2a. Triple the number and increased value of technical assistance agreement-like contracts and consultations with regional business and industry to \$1 million annually

4.2 Fully leverage Community Advisory Boards. IPFW’s Community Council plays an important role in forming and guiding IPFW strategies. In addition to this high-level board, many programs on campus are required to have discipline-specific Community Advisory Boards for accreditation purposes. Too often, these boards serve to “check a box.” To fully realize the potential of these relationships, meetings must be populated with leaders who reflect the strategic interests and opportunities throughout the region and demonstrate a willingness to partner with IPFW leaders who are charged with making programming and investment decisions.

Plan 2020 Alignment:

- I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs
- IV.C.4. Enhance volunteer engagement in support of strategic goals and fundraising

4.3 Incentivize and invest in bold research initiatives. Regional economic development efforts are focused around seven targeted industries based on existing industry activity, opportunities for growth, and promotion of economic diversification. IPFW should consider research initiatives that could further define its reputation for excellence and support the advancement of industry and innovation in northeast Indiana, engaging students as much as possible. To do so, we must work with the Office of Engagement to establish better ways to incentivize faculty participation in these important endeavors. Similarly, IPFW should continue to connect industry to the wealth of research and intellectual property available through Purdue and Indiana universities.

Plan 2020 Alignment:

II.A. Project future regional, national, and international demand for research and collaboration

II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge

II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

4.4 Promote the Campus to Community Connections (C2C) brand. According to a survey conducted last year by IPFW’s Center for Social Research, area businesses have difficulty navigating the university’s complex internal structure. For example, depending on the type of internship, those placements can be coordinated through Career Services, Cooperative Education, or individual academic departments. Furthermore, there is no “go-to” resource to understand how to navigate these and other systems. Earlier this year, IPFW launched Campus to Community Connections, a single brand for business outreach of individual outward-facing IPFW departments including Career Services, the Community Research Institute, Cooperative Education, Continuing Studies, and the Office of Engagement. IPFW should continue to promote this brand and proactively engage with employers and community leaders. Expanding our community research offerings through the formation of expert, interdisciplinary research teams—working in partnership with our local leadership and government to inform and identify areas of need and promise for the betterment of our region—will enhance our reputation in the state and solidify our identity as a metropolitan university.

Plan 2020 Alignment:

II.A. Project future regional, national, and international demand for research and collaboration

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

4.5 **Create closer partnerships with Pre-K–12 schools in the region.** Opportunities should be explored to create initiatives that support the school districts and Pre-K–12 students throughout our region. This is not the sole responsibility of the teacher education programs, but the campus as a whole. Expanding our website as a regional resource and hosting more educational events sponsored by departments across campus would bring prospective IPFW students from upper elementary, middle and high schools to campus. This opportunity would allow us to expand our current hosting of "outreach" STEAM (Science, Technology, Engineering, and Mathematics with A added for the Arts) events and would promote IPFW.

Plan 2020 Alignment:

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

Review and enhance key curricular areas experienced by many students

4.6 **Review the General Studies program.** By a significant margin, General Studies is the largest degree-granting unit on campus. As it is IPFW's largest degree program, it is essential that the university take steps to ensure this program is effectively serving our students and the community. The Task Force believes there is a significant opportunity for this program to be enhanced in a manner that **(1) gives it strong faculty leadership, (2) helps it become a place where innovative new degree programs (in areas such as App Development, or Video Game Scripting and Design) might be tried and tested before being resourced as full-fledged, independent degree programs, (3) makes it a center for interdisciplinary study.** In fact, one idea would be to make it a full-fledged academic department, and take all interdisciplinary programs (such as a number of interdisciplinary certificates) under its umbrella.

In addition, a review of institutional practices should be conducted to assess if students are inadvertently or unintentionally being driven away from other majors. For example, are there prerequisites or gateway courses that block students from entering certain majors?

Plan 2020 Alignment:

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

I.A.2. Use assessment data to improve student learning

I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs

I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects

4.7 Review General Education (GE). Many campuses are struggling with GE programs that lack focus and are bloated with classes. In the rapid change of the IPFW GE program in response to the Indiana Commission on Higher Education mandates, the Task Force is concerned that the GE program has become too diverse, lacks curricular consistency, and wastes considerable instructional resources. Specific efforts should be made to improve educational practices that increase student success in core courses, such as math, science, and English. Similar to the focus in Freshman Engineering, we should have our best instructors, with specific professional development in diversified instructional practices, teaching these first- and second-year courses. We also encourage the purposeful study and experimentation of where to best implement large lecture classes, an instructional model that may diminish student success in certain disciplines.

Plan 2020 Alignment:

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources

I.A.2. Use assessment data to improve student learning

I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs

I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects

Improve the student experience from recruitment to post-graduation

4.8 Redesign student support and services at the university level by integrating Student Affairs into Academic Affairs. Dedicated to student success, professionals in the Student Affairs Division have created and delivered excellent programs that serve and support students in a variety of ways in addition to coordinating meaningful events and activities through Student Life. The work being done in Student Affairs is essential to our students and critically important to our mission, yet it appears that efforts to improve retention without direct alignment with academics has accomplished very little. We recommend that radical changes to advising and student support services be made. Our current system includes multiple programs and services focused on student success, creating an inconsistent experience for students. Many IPFW colleges have created their own “Student Success Centers,” in some cases duplicating or overlapping the services and support also provided through Student Affairs. Using a system design approach to identify student needs and requirements will create positive student impacts by focusing on best practices embedded in each college that are delivered with clear performance standards, ensuring a consistent and smooth experience for students throughout the university. Giving the deans and faculty more resources to monitor individual student performance using MyBlueprint and intervening early in the academic careers of failing students may be a better use of university resources,

particularly if colleges are given specific retention goals and deans and chairs are held accountable for making progress towards achieving such goals.

This redesign must not be a simple movement of the present structure of the administrative unit of Student Affairs into the administrative unit of Academic Affairs, but should be seen as an opportunity to design an integrated student support system from the ground up—a system that increases the ability of our diverse students to achieve their educational goals.

Plan 2020 Alignment:

I Foster student success

I.B.4. Expand use of high-impact instructional and advising interventions

IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

- 4.9 **As a metropolitan university, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation.** As a campus where most of our students come from the metropolitan area and stay in the area after graduation, IPFW has an opportunity to collaborate more fully with regional employers to increase student success. Presently, many students at IPFW have the opportunity to work with area employers in programs that allow them to integrate classroom knowledge with on-the-job experience. However, the present campus system lacks integration for both students and employers. For example, while a few academic programs on campus use the Academic Internships and Cooperative Education administrative unit, others have programs embedded in their departments and colleges. This leads to a complex network of offices for area employers to navigate when providing opportunities for our students. **Therefore, the Task Force recommends 1) the administrative unit of Career Services and the administrative unit of Academic Internships and Cooperative Education be restructured and integrated. 2) Targeted efforts should be made in Academic Affairs to improve our engagement in internships and experiential learning.**

Plan 2020 Alignment:

I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

Next Steps

In order to be effective, any process of institutional reflection and critique, which the USAP process is, must lead to action. While the USAP process provides some value to the institution due to the reflective learning that occurs during the process, to achieve its goals, specific recommendations must lead to intentional action steps.

In order to operationalize this report, the following actions need to be taken:

1. This report needs to be disseminated to administrators, as well as internal and external stakeholders, including the IPFW Community Council. Where the report lacks clarity, or where stakeholders have questions, a clear process of communication should be established.
2. Accountability and timelines should be established so that work can begin and IPFW can feel the full value of this work in the 2016–2017 academic year.
3. Between the formal release date of this report and the start of the 2016-2017 academic year, the process of transitioning from a two-year project (USAP) to the kind of Continuous Improvement Process described in the first recommendation area—“Build an organizational culture focused on continuous improvement”—must begin.

COAS Summary Response to the Year Two USAP Recommendations

The Year Two USAP Report (The Report) makes 41 recommendations for how IPFW can optimize and realign its budget and institutional priorities. These recommendations were the culmination of a deeply flawed process that failed to consider the totality of IPFW's budget or 60% of the goals, metrics, and outcomes outlined in IPFW's strategic plan (Plan 2020).¹

Despite the significant problems with the process utilized to create these recommendations, several do provide important suggestions for how IPFW can begin to move itself toward accomplishing greater budgetary efficiency and the achievement of Plan 2020. This response is divided into four sections:

1. **Opportunities** — those recommendations that we believe everyone can and should support, with additional thought and deliberation
2. **Questions** — those recommendations that were insufficiently explained or rationalized, but might warrant further debate, research, and consideration
3. **Problems** — those recommendations that should be rejected by the faculty and the administration as potentially damaging to IPFW and the strategic use and alignment of university resources
4. **Special Consideration** — a more complete discussion of recommendations 2.2, 2.3, and 3.5

Opportunities

The basic goal of the University Strategic Alignment Process is to help IPFW achieve the 91 goals, metrics, and outcomes on Plan 2020 in a measurable and meaningful way. USAP theoretically does this by tracking IPFW's progress on each goal, metric, and outcome, and by making recommendations on how to realign our budget to better enable the achievement of the entirety of Plan 2020. The Report does not offer an assessment of IPFW's progress toward achieving Plan 2020, but it does propose a variety of high-priority investments, all of which will require resources. Without ever explicitly discussing resources in a comprehensive manner, The Report implicitly identifies three pools of resources that could potentially be used for new investments: 1) cost savings through greater efficiency, 2) fully leveraging revenue generating operations on campus, and taking advantage of new revenue generating opportunities, and 3) cutting budgets for existing units on campus through restructurings, closures, and layoffs.

All three pools of resources, or avenues for resource creation, have their merits, but pool 1) cost savings through greater efficiency, seems like the option that will be most effective at freeing up resources without potentially causing harm to the university. At least nine recommendations (1.2, 1.3, 2.4, 2.5, 2.6, 2.8, 2.10, 4.4, and 4.9) can be said to focus on increasing the efficiency of our operations in some way, and all should be more fully explored.² On the academic side, optimizing course enrollments (2.5) and studying course completion rates (2.6) are extremely complicated questions that will require a variety of approaches and creative thinking, but can also yield better outcomes for our students in addition to greater budgetary efficiency. Perhaps the most important recommendation for increasing the efficiency of the budget is the call to reduce administrative positions (2.8). It is unfortunate that USAP could not provide greater insight or more precise recommendations on how such a reduction can be accomplished, but administrative bloat (both in terms of the number of

¹ Please refer to **COAS Response to the Year Two USAP Report and Recommendations** for a more detailed discussion of the process and individual recommendations.

² A summary list of all Year Two USAP recommendations can be found on page 6.

administrators and the compensation of administrators) is a significant drag on university budgets around the country and should be investigated more completely here at IPFW.

Resource pool 2) fully leveraging revenue generating operations on campus, is attached to two strong recommendations (maximizing revenue in student housing [2.12], and exploring revenue generating business opportunities [3.13]). USAP also proposed looking at Centers of Excellence for additional revenue generating opportunities (2.7). The final resource pool, 3) cutting budgets for existing units on campus through restructurings, closures, and layoffs, is perhaps the pool where the greatest amount of resources for realignment could be freed up, but is also the resource pool that brings with it the greatest potential harm to the university, both in terms of revenue generation and the fidelity of academic programming. The one exception here is recommendation 2.11, which calls on the administration to determine the campus community's acceptable level of investment in Athletics. While 2.11 does not explicitly call on the administration to cut Athletics funding, it is essential that any conversations IPFW has about ways to free up resources carefully consider our significant investment in Athletics. In 2015–16, IPFW invested \$4.9 million from the General Fund (4.4% of General Fund expenditures) and an additional \$2 million in student fees in Athletics.

Two other groups of recommendations are worthy of faculty support. The first are the recommendations dealing with a more thorough engagement with regional needs (4.1, 4.2, 4.3, 4.4, and 4.5). While IPFW has to be careful to balance meeting the needs of northeast Indiana's largest industries with meeting the workforce and educational needs of the region more broadly, it is incumbent upon the university to improve and enrich the economic, intellectual, and cultural lives of the people living in our region. IPFW should also immediately begin reviews of General Studies and General Education. We can be doing more to better serve our students in both programs. A revision of the General Education program represents an especially critical opportunity for us to provide a real service to northeast Indiana, both educationally and economically. Every IPFW student takes courses in the General Education program; it is through these courses that students are exposed to the liberal arts, and the hard and soft skills that transcend major or future career. As Chancellor Carwein said in her address to the campus on Wednesday, May 25, 2016, "the liberal arts is the very foundation upon which every undergraduate degree awarded at IPFW is built."

Questions

Many of the recommendations in The Report raise interesting possibilities but were not sufficiently explained or supported. Five recommendations (1.1, 1.4, 1.5, 1.8, and 2.1) lacked clarity in what USAP was actually recommending. For example, what does recommendation 1.1, invest in our organizational capacity to create change, actually mean? What would such an investment look like? How would recommendation 1.5, engage the deans as continuous improvement leaders, work in practice? Recommendation 2.1 calls for the creation of academic program viability standards, but The Report's use of terms like "viability" and "sustainability" leaves the recommendation open to dramatically divergent interpretations. These recommendations are potentially worth investigating, but it is hard to fully or fairly evaluate them based on how they are presented in The Report.

Beyond not offering an assessment of IPFW's progress toward accomplishing the goals, metrics, and outcomes of Plan 2020, the most significant missed opportunity in The Report is the failure to use the 117 unit reports USAP collected to more specifically inform its recommendations and subsequent campus discussions. At least five recommendations (2.7, 3.1, 3.2, 3.3, and 4.8) could have been significantly more impactful if they had fully leveraged the unit reports. Recommendations dealing with Strategic Enrollment Management (3.1), advising (3.2), recruitment (3.3), and retention (4.8), all would have been much stronger had they shared insights from the unit reports on tasks that have already been carried out and successful strategies that have already been implemented. Rather than calling on the university to build upon the excellent work many units have undertaken, or helping

us to learn from the mistakes some units might have made, we are instead encouraged to essentially begin the conversations over again. The lack of a more thorough discussion of retention seems especially egregious, given that every academic and academic support unit was required to submit a goal related to retention for Year Two. If every unit is working separately on retention issues, it potentially means duplicated efforts and wasted resources. Perhaps there were unit goals that seemed especially promising that other units could be encouraged to adopt. USAP invested the time in digesting all of this information, so leveraging it to make more specific and more impactful recommendations—to give greater direction and focus to campus efforts moving forward—would have been extremely helpful.

Three final recommendations, while not easily categorized, were also insufficiently thought out. Online learning (3.6) will become increasingly important to IPFW's future, but many students struggle in online classes. Rather than expanding our online offerings at will, IPFW should have a more thoughtful conversation about student success and about ways that we can meaningfully expand our online presence. Helmke Library (3.9) is obviously a vital resource for students and faculty, but has already witnessed substantial investments in recent years (its collections budget has increased 35% in the past three years, and the building is currently being substantially renovated). We cannot allow the library to languish, but we also have to identify strategic priorities. Finally, giving departments that rely on laboratories and studios for teaching and research dedicated lab and studio budgets (3.12) makes complete sense, but the exclusion of the natural sciences and fine arts programs from this recommendation is a mistake.

Problems

Recommendation 2.8 calls for a reduction of administrative positions, but seven other recommendations (1.7, 2.9, 3.4, 3.7, 3.8, 3.10, and 3.11) call for new investments in administrative growth. There are three problems with these recommendations. First, the specific rationale for many of these investments is insufficiently spelled out. Do administrative areas such as advancement, marketing, IT services, and physical plant need more money because they are underfunded? How do we objectively know that they are underfunded? Do they need more funding because their performance is not adequate? What is the root cause of these performance issues and what metrics were used to come to this determination? We do not know the answers to these questions because USAP does not explain why the various administrative areas identified for investment require these investments.

Second, the recommendation to transition to an embedded service model for nine campus services (2.9) will mean hiring dozens of new employees to work in the colleges and will add millions of dollars to IPFW's budget, while recommendations 3.4, 3.7, 3.8, and 3.10 will grow the size of university-level services, further increasing the budget.

Finally, these recommendations will significantly undermine IPFW's ability to deliver on its main academic mission. Section II of The Report focuses on cost savings and efficiencies. In introducing recommendations related to the creation and implementation of viability standards and the restructuring of academic departments, The Report states, "The uncomfortable fiscal reality is that the university can no longer afford to be what it has become, and after four years of cost-cutting and trimming, more substantial measures are necessary to set the campus on a new path. It is the sincere hope of the Task Force that the following recommendations will enable the campus to move away from a culture of fear over future cuts to a culture of increased stability, allowing the campus to focus on fulfilling its mission as a metropolitan university" (16). The basic premise of this new fiscal reality is that IPFW needs to invest in new and expanded academic programs that are more attuned to the workforce needs of northeast Indiana. While IPFW should engage in a spirited discussion of the various ways our current programs fulfill this goal, the end point is that we need resources to invest in academic programs. If we choose to instead invest millions of dollars in administration, it makes it

significantly harder to make meaningful and sustainable investments in academics. If IPFW “can no longer afford to be what it has become,” it can also not afford to be what The Report envisions in these recommendations.

There is one additional problem with The Report’s recommendations that merits brief consideration, and that is what is missing. As already stated, Plan 2020 includes 91 goals, metrics, and outcomes that USAP was charged with tracking and resourcing. The Report only discusses 40% of Plan 2020; of 91 goals, metrics, and outcomes, The Report aligns its recommendations with only 37. USAP took two years to create this Report, and is calling on the university to invest months, if not years, and millions of dollars to implement these recommendations, all of which will bring IPFW closer to accomplishing only 40% of its strategic plan.

Special Consideration

Three recommendations (2.2, 2.3, and 3.5) merit lengthier consideration and discussion because they stem from flawed methodologies, are based on poor data, and threaten to do real harm to the university.

USAP argues in recommendation 2.2, use viability standards to assess programs for closure, restructuring, and investment, that IPFW needs to create new academic programs and to invest greater resources in some existing academic programs. While The Report fails to make recommendations for how resources currently invested in administrative areas could be realigned to academic units, it does recommend that resources be realigned within Academic Affairs, with new viability standards serving as the primary basis for deciding which programs should be closed, restructured, and invested in. (Other factors could include “alignment with mission and regional needs, costs of delivery, and the presence or lack of competing programs in the region” [17]). It is necessary to create viability standards, according to USAP, because the performance measures developed to evaluate academic units were inadequate:

“Given the fact that the academic metrics developed last fall were based on departments, and not individual degree programs, the Task Force lacked historical data to make recommendations regarding specific academic program closures. However, there is an urgent need for the university to deploy viability standards for academic programs, with the aim of reducing the number of programs, and increasing resources to grow and maintain those programs that remain” (16–17).

Some departments offer only a single degree, thus the department and the program are the same. Other departments offer multiple degrees and are home to multiple programs. Without solid program-level data, it is impossible to construct legitimate comparisons of program performance. The Psychology Department, with 391 majors (according to the performance measures used by USAP), and the Public Policy department, with 364 majors, are similar in size. But Psychology is a single-program department, whereas Public Policy has five separate degree programs, making it extremely difficult to meaningfully compare them without looking at program-level data.

If viability standards based on program-level data will be the primary basis for identifying programs for closure, restructuring, and investment in the future, how was USAP able to identify departments for restructuring in recommendation 2.3 and departments for investment in recommendation 3.5? Recommendation 2.3, restructure academic departments, is premature because a complete evaluation of all academic programs, as was called for in recommendation 2.2, has not taken place. It is also impossible to evaluate the merits of this recommendation because neither data nor specific explanations are provided (either in The Report or in individual unit feedback) for why these thirteen departments are recommended for restructuring. The recommendation states that it “was made based on current enrollment trends, number of degrees awarded, and demand,” but the data available in the performance measures and employment outlook reports do not support this recommendation (17). There is no explanation as to why this arbitrary subset of metrics, and not the whole dataset, were used

to make this recommendation, and it is unclear why one set of metrics is identified to assess program viability in recommendation 2.2, but a different set of metrics is used to recommend department restructuring in 2.3.

The fundamental problem with recommendation 2.3 is that it does the very thing USAP claimed it could not do in recommendation 2.2: it used department-level data as the basis for its recommendation. Recommendation 2.2 established that all departments are not equivalent, and thus department-level data cannot be used as a basis for decision-making, and yet that is exactly what USAP did in recommendation 2.3. This recommendation also goes against the core concept at the heart of what USAP is supposed to be: strategic. Rather than undertaking a strategic analysis of the operations of all academic programs—and of the university more broadly—USAP used inadequate data to propose the restructuring of these departments. Further underscoring the non-strategic nature of the recommendation, no consideration is given to the potential negative impacts that restructuring could have on the ability of these departments to generate revenue for the university. In 2014 (the last year for which performance measures are available), the nine COAS departments recommended for restructuring generated \$7,207,229 of net revenue for IPFW (or 18.1% of IPFW's total net revenue). How will restructuring impact revenue generation?

As is the case with recommendation 2.3, recommendation 3.5, invest in Health Sciences and Engineering programs, makes use of neither viability standards nor program-level data to recommend greater investments in Human Services, Manufacturing and Construction Engineering Technology (MCET), Nursing, and the Biochemistry program in Chemistry (“specifically to support health sciences” [26]). On the one hand, as The Report indicates, manufacturing and health care are two of northeast Indiana’s top industries, and IPFW should invest resources to support them. On the other hand, northeast Indiana’s economy consists of more than these two industries, and it is unclear what specific metrics were used to identify these particular departments for investment or what USAP is expecting these departments and programs to do with new resources.

If there is an “urgent need . . . to deploy viability standards” based on program-level data to enable informed decision-making, it seems counterintuitive to then recommend departments for restructuring and investment without the benefit of the required program-level data. Beyond ignoring their own recommendations, 2.3 and 3.5, if implemented, commit the university to decisions that the program-level viability standards might contradict. And, as previously indicated, it also seems unwise to pull significant funding from revenue-generating academic departments until a similar assessment of the financial efficiency of all administrative units has been carried out.

Year Two USAP Recommendations

I. Build an organizational culture focused on continuous improvement

- 1.1 Invest in our organizational capacity to create change.
- 1.2 Improve the quality, access, and presentation of critical institutional data.
- 1.3 Streamline reporting.
- 1.4 Understand and incorporate key tenets of successful universities.
- 1.5 and 1.6 Engage the deans as continuous improvement leaders.
- 1.7 Provide the necessary resources to excel.
- 1.8 Adopt best practices related to “living the organizational mission.”

II. Cost savings and efficiencies

- 2.1 Create academic program viability standards.
- 2.2 Use viability standards to assess programs for closure, restructuring, and investment.
- 2.3 Restructure academic departments.
- 2.4 Explore and implement options for more efficient use of faculty and chair resources, where appropriate.
- 2.5 Optimize enrollment of course sections.
- 2.6 Study course completion rates.
- 2.7 Evaluate Centers of Excellence and identify closures, realignment, and revenue-generating opportunities.
- 2.8 Reduce administrative positions.
- 2.9 Transition to an embedded service model.
- 2.10 Create and deploy campus sustainability measures.
- 2.11 Determine the campus community’s acceptable level of investment in Athletics.
- 2.12 Adopt policies to maximize revenue in student housing.

III. Invest to generate revenue

- 3.1 Develop a university-wide strategic enrollment plan that integrates the university’s programs, practices, policies, and planning related to Strategic Enrollment Management (SEM).
- 3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates.
- 3.3 Become a key partner in advancing Northeast Indiana’s Big Goal by creating and implementing a comprehensive recruiting strategy that involves the appropriate departments and people.
- 3.4 Invest in the Enrollment Services Center (“Mastodon Hub”).
- 3.5 Invest in Health Sciences and Engineering programs.
- 3.6 Enhance program and service delivery to include more options for online and accelerated learning.
- 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.
- 3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu.
- 3.9 Invest in Helmke Library.
- 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.
- 3.11 Improve the physical appearance of campus grounds.
- 3.12 Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes.
- 3.13 Explore revenue generating business opportunities.

IV. High-potential areas for moving IPFW forward

- 4.1 Establish a baseline understanding among campus leaders of the regional economy and what our competitors are doing.
- 4.2 Fully leverage Community Advisory Boards.
- 4.3 Incentivize and invest in bold research initiatives.
- 4.4 Promote the Campus to Community Connections (C2C) brand.
- 4.5 Create closer partnerships with Pre-K—12 schools in the region.
- 4.6 Review the General Studies program.
- 4.7 Review General Education (GE).
- 4.8 Redesign student support services at the university level by integrating Student Affairs into Academic Affairs.
- 4.9 As a metropolitan university, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation.

A Process for Programmatic and Organizational Changes in IPFW Academic Programs and Departments in Response to USAP Recommendations 2.1 and 2.2

Carl N. Drummond

Vice Chancellor for Academic Affairs and Enrollment Management

Eric Link

Dean, College of Arts and Sciences

Melissa Gruys

Dean, Doermer School of Business

James Burg

Dean, College of Education and Public Policy

Manoochehr Zoghi

Dean, College of Engineering, Technology, and Computer Science

Ann Obergfell

Dean, College of Health and Human Services

John O'Connell

Dean, College of Visual and Performing Arts

Introduction

It is the goal of the academic leadership of IPFW to utilize the opportunity and expectations of the USAP recommendations to evaluate a series of programmatic and organizational changes for the purposes of building on existing strengths, identifying and investing in new synergies, and enhancing instructional and administrative efficiencies within the academic organization of the university.

Some have viewed the recommendations of USAP as a threat to the role and mission of academics at IPFW. While we acknowledge and understand the concerns that have been raised, we cannot be limited to a set of responses that are narrow, defensive, and reactionary. Rather, what we propose is a phased series of changes that will result in a reduction and simplification of the academic offerings while maintaining an appropriate range of scholarly and educational experiences that are understood to be foundational to the university. We suggest that opportunities for new synergies be identified in order to expand intellectual collaboration and curricular integration. Finally, we recommend that opportunities for organizational changes be identified that will result in lower administrative overhead as well as a reduction in the service burden of faculty, thereby returning more of our time and energy to those two core functions of the academy, the creation and distribution of knowledge.

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.

By establishing a process wherein quantitative data are supported by qualitative understanding of departmental and programmatic strengths and weaknesses, we believe three important outcomes will be achieved that will meet the expectations described above: simplify and streamline curricular offerings, enhance instructional efficiencies, and reduce administrative and service burdens. While our goal is not to squeeze out additional economic efficiencies from successful academic programs, we do believe significant direct and indirect cost saving can and will be achieved which will allow for ongoing reinvestment in our academic programs. As with any change, individuals will be effected and we anticipate negative responses to some of these plans. However, through change a stronger institution will emerge. Importantly, this is not a process that is directed toward a small set of programs or a single college. Rather, the processes of analysis will be applied to all academic programs and departments with no unit subject either to targeting or immunity.

Viability Defined

A central tenet of the USAP recommendations is the concept of viability. While used throughout the recommendations of section two, viability is not clearly defined. As such we would like to establish two definitions of viability that form the foundation of the curricular and organizational analysis that follows:

- 1) an academic degree program or major can be said to be viable when there is sufficient and sustained student demand, participation, and degree completion to justify ongoing curricular and instructional investment.

- 2) an academic department can be said to be viable as an administrative unit when there is at least one viable academic degree program offered by that department and when the administrative needs of the department justify ongoing administrative investment – that is to say a viable degree program is a necessary but not sufficient condition for the creation or continuation of an academic department.

USAP recommendation 2.1 calls for the establishment of a set of viability standards for program analysis. Having undertaken a variety of quantitative analyses of departments and programs as part of the annual faculty search prioritization process, the establishment of departmental metrics for USAP, and the collection of degree program level data from the Retention with New Major reports we have developed, reviewed, and shared broadly an extensive understanding of the relative levels of student demand, efficiency, and productivity exhibited by IPFW's academic programs.

Decisions regarding curricular change and academic organization cannot and should not be driven exclusively by quantitative analysis. The broad range of scale, scope, and mission exhibited by IPFW departments makes the use of any single or small set of metrics challenging. Concerns have been raised regarding the quantitative bias against small departments inherent in some academic metrics. Clearly, all metrics have both strengths and weaknesses when used to evaluate programs and departments. We are fully aware of questions and concerns that arise from the analysis of first and second majors, faculty

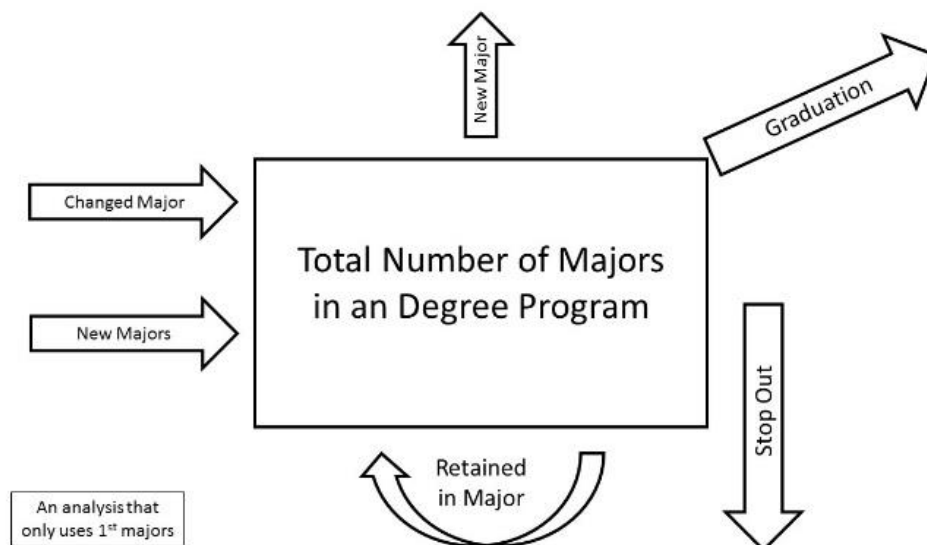
head counts versus instructional FTE, instructional versus non-instructional cost, and the impact on economic efficiency calculations of a department's mix of instructor types. For this initial analysis we will focus on the most comprehensive sets of data available in order to understand the status of undergraduate degree programs and the academic departments in which they are housed.

Sources of Data

The first and most extensively developed sets of academic metrics available at IPFW are the Departmental Profile Data. The launch of the departmental profiles by the Office of Institutional Research coincided with the initiation of the USAP process in 2014. Over time the profiles have been reviewed extensively for accuracy and completeness by faculty and administrators. The content of the profiles has evolved from the basic academic metrics of credit hours, majors, and graduates, to include summaries of instructional personnel and estimates of costs and revenue. As such, the profiles provide the most comprehensive overview of academic affairs at the department level.

One of the most significant challenges in the analysis of academic programs and departments is the varying levels of data granularity available for consideration. Some departments offer a single program of study while others offer multiple undergraduate degrees, majors, or concentrations. While the departmental profiles provide data on number of first and second majors, credit hours enrolled, and degrees conferred at the level of individual degree programs, revenue and cost estimates are aggregated at the departmental level. As such it is a challenge to attribute instructional or overhead costs to the various degree programs that might be housed within a single department. During the late fall of 2015 a set of departmental metrics were provided to the USAP task force that only contained aggregated data. The task force recognized the limitations of these data yet went on to make recommendations with regard to the viability of specific academic programs and departments.

A second source of data is the Persistence with New Major reports prepared annually by the Office of Institutional Research which allow for the direct measurement of the flow of students through an academic program as illustrated below.



From these data we can define a program's demand function as the number of students who are new to the major in a given year either as first year students or as returning students who have changed their major. Second, we can identify the number of students who stop out of the program. That is, students who are not retained in the major or not retained in another IPFW major from one year to the next. Third we can identify the number of students who graduate in a given year. Finally, we can identify the number of students who are retained either in their original major or in another major at IPFW. The total number of majors in a degree program in any given year is the sum of the total from the previous year and all of the fluxes illustrated by arrows above. If an analysis centers exclusively on the absolute values of these fluxes as a measure of viability, a bias can be created against small programs. Yet at the same time, it is clear that an academic program that historically attracts, retains, or graduates very few students should be subject to review. To supplement an analysis of program metrics, it is useful to establish several metric ratios. In so doing the potential for bias against small programs can be largely eliminated.

Three useful ratios can be calculated from the metrics described above.

1) Graduation Efficiency – the number of students who graduate divided by the number of majors. Highly efficient academic programs approach the ideal value of 25%. While there exists no clear boundary between efficiency and inefficiency, it is reasonable to differentiate between those programs with graduation efficiencies greater than or less than 12.5%.

2) Student Attrition – the number of students who stop out (are not retained at IPFW) divided by the number of majors in the program. It is possible to argue that students who leave IPFW very well may find academic success at another institution or return to IPFW at a later date. However, academic programs that experience rates of student stop out above 25% should be subject to further evaluation.

3) Growth Trend – the sum of the number of students entering the program divided by the number of students graduating, changing to a new major, or stopping out. This ratio is most useful when it includes multiple years of input and output data. Academic programs that are experiencing growth will have ratios larger than 1.0 while those that are declining in enrollment will have ratios less than 1.0. Over the period of study IPFW has experienced a post-recessionary decline in enrollment, yet some programs have declined in enrollment at rates faster than the institutional average while others have experienced growth. As such, those programs with values below 0.9 should be subject to further evaluation.

The primary weakness that results from the use of the Persistence with New Major data is that only primary major students are included. For some academic programs the number of second majors is significant. As such, when an academic program falls below any of the thresholds defined above, it is necessary to return to the departmental profile data in order to evaluate the magnitude and significance of secondary majors within that academic program.

In order to meet the expectations of the Chancellor, President, and Board of Trustees with regard to the academic affairs response to USAP recommendations 2.1 and 2.2, we offer the following six-step process.

Step One – review of viability of academic degree programs, majors, and concentrations based on primary major metrics.

As noted above the viability of an academic degree program is best evaluated on the basis of three factors, student demand, student persistence, and student success. In order to understand the relative viability of academic programs on the basis of these factors the Persistence with New Major report compiled annually by Institutional Research is utilized. The reason this source of data is used for the primary analysis is because it is the only dataset that contains program-level information on demand, persistence, and success. Academic year data from 2011-12 through 2014-15 have been averaged for number of majors, degrees conferred, and the number of students new to the program. A total of seventy-seven undergraduate degree granting programs, majors, and concentrations are considered in this analysis.

For each of the three input metrics (average number of new students, average number of majors, and average number of degrees conferred) minimum threshold values of 10, 20, and 5 have been established. Secondary watch ranges have been established that extend to averages of 20, 30, and 10 respectively.

Before reviewing the programs that fall into each group, it is important to first frame the implications of this analysis. As discussed in detail above, quantitative analysis provides a framework for the discussion of the viability of academic programs, it does not serve as an explicit indicator of viability nor does it signal an impending programmatic or organizational change. It is logical, however, that those programs that average far above reasonable thresholds should be considered more viable than those that fall below. Importantly, these quantitative measures in no way speak to currency of the curricula, quality of student learning, impact of discovery, or contributions to the community or campus by the program or department's faculty and students. As such, qualitative factors must be weighed in deliberations of programmatic or organizational change.

Student Demand Program demand is measured by the average number of students who come new to the program either through internal major changes or as students new to IPFW. The threshold for viability has been set at 10 students per year. (Table 1)

Several aspects of this list are worth detailed discussion. First, seventeen of the eighteen programs that fall below the demand level of ten students per year are located in the College of Arts and Sciences. Second, five are teaching degree programs. Third, the majority (10/18) are in the sciences and mathematics while only one third are in the humanities and two are in the social sciences. The only non-COAS degree program is public management, one of five degree options in the department of Public Policy. In total, 22.5% of IPFW's undergraduate programs fall below the demand viability threshold.

The teaching degree programs provide a complex challenge. Undergraduate degree programs in these disciplines have a wrap-around of education courses necessary to achieve state licensure. Low demand for these degrees mirrors the collapse in student interest in secondary education as a professional career both nationally and in Indiana. Serious consideration must be given to the long-term regional demand for students trained as secondary teachers. The General Assembly has begun to recognize an impending teacher shortage, yet projection of future demand is both difficult and uncertain. Input from both the academic departments and regional school corporations is necessary and appropriate. A university-wide strategy for providing secondary teacher education is required.

In addition to the teaching degrees, there are seven programs that are offered within science and math departments as degrees, programs, or majors. It is necessary to balance the instructional costs of offering these programs with their modest demand.

Extending the analysis to the warning threshold of 20 new students per year encompasses an additional 23 programs and the list becomes significantly more curricularly diverse. (Table 1)

Of the twenty-three programs on the watch list, only twelve are from COAS. Four are from both EPP and VPA, two from ETCS, and last is the General Studies Distance program.

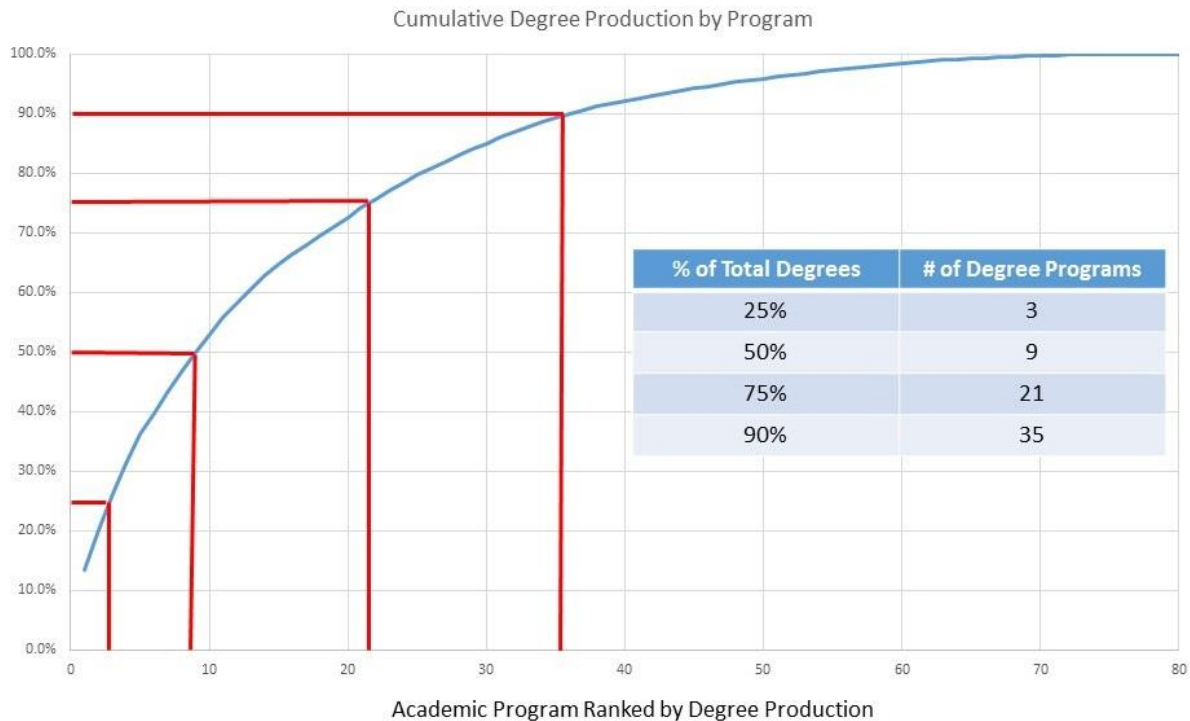
Student Persistence – Persistence in an academic program is measured by the average number of students enrolled as primary majors. For this metric the viability threshold has been set at 20 students and the watch threshold at 30 students. (Table 2)

The most significant observation derived from this analysis is the degree of overlap that occurs with the results of the student demand analysis. All eighteen of the programs that fell below the viability threshold for demand are also on this list in a nearly identical order. The remaining eight programs are found on the demand watch list. When consideration is extended to the watch threshold of an average of 30 majors an addition 9 programs are included. (Table 2)

As was observed for the demand metric, there is an expansion of curricular diversity from the viability to the watch threshold. Eighty-four percent of the programs that fall below the persistence viability threshold are from COAS while only five of the nine programs on the watch list are from COAS.

Student Success – The final viability metric, student success, is defined as the average number of degrees conferred per year. For this analysis the viability threshold has been set at 5 and the watch threshold at 10.

IPFW, like most universities, has a highly skewed distribution of degrees conferred wherein a small number of programs account for a large percentage of the total. The most convenient way to document this skewed distribution is through a graph of cumulative degree production. The relative contribution of each program to the university total is calculated and the seventy-seven programs are then sorted by size. The resulting graph illustrates the relationship. From these data we learn that the three largest degree producing programs at IPFW (General Studies, Nursing, and OLS) contribute 25% of the total number of degrees conferred. Likewise 50% of the total degrees are produced by the nine largest (Elementary Education, Psychology, Accounting, Communication, Management, Criminal Justice). Importantly, 40% of the degree programs produce 90% of the degrees while the remaining 60% produce just 10%.



The degree production viability threshold of 5 degrees per year coincides with the 25% cumulative degree production level. That is, all of the programs that fall below the viability threshold contribute only 25% of the total degrees conferred at IPFW. Likewise the degree production watch threshold of 10 degrees per year coincides with the 50% cumulative degree production level.

Once again, we find many of the same programs on the degree production viability and watch lists that were identified by the demand and persistence analysis. Obviously, if a program attracts small numbers of students and maintains a low number of majors, there will be only a small number of students who have the opportunity to advance to graduation. (Table 3)

The preceding analysis of viability metrics from the Persistence with New Major reports largely serves to differentiate academic programs on the basis of size. It also illustrates that a significant number of the smallest degree programs are located in mathematics and the sciences with lesser numbers in the humanities, social sciences, arts, and professional programs, and that a significant number of undersubscribed programs are secondary teaching degrees.

Step Two – review of viability of academic degree programs, majors, and concentrations based on primary major metric ratios.

As observed above, the use of direct academic metrics can result in a sorting of programs largely on the basis of size. Yet clearly size alone is not an appropriate measure of viability. A small program could be quite efficient and productive while a program populated with many majors might be found to be inefficient. By calculating metric ratios it is possible to gain additional insight into the viability of all academic programs.

Graduation Efficiency – The ratio of the number of students graduating to the number of majors in a degree program is a measure of the graduation efficiency of that program. A ratio of 12.5% equates to the successful graduation of one out of every eight majors. For a typical 120 credit hour baccalaureate degree program an ideal efficiency would be 25%, one out of every four majors graduating each year.

Unlike the direct metric rankings, the graduation efficiency measure is characterized by a mix of large and small departments, and a significant number of professional programs. (Table 4)

A total of twenty-nine programs have graduation efficiencies at or below the threshold of 12.5%. Included in the list are all four engineering programs, computer science, and nursing. In addition to many of the small COAS programs identified by the direct measure metrics, the larger programs of Chemistry, Biology, and Bio Pre Medicine are also found to have low graduation efficiencies.

Student Attrition – The ratio of the number of students stopping out of a degree program to the number of majors is a critical measure of the strength of the program. Retaining students in a major, or successfully transitioning them to another IPFW major is an indirect measure of both the health of the academic program and the quality of student engagement and advising.

A total of twenty-four programs have student attrition rates of 25% or higher, meaning that on average more than one quarter of the program's majors leave IPFW annually. (Table 5)

As was observed in the graduation efficiency data, the programs with high rates of student attrition are a mix of some of IPFW's largest programs (General Studies, Biology, Criminal Justice) and smallest (German, Environmental Geology). The combination of large student enrollments and a high stop out rate is particularly alarming due to the magnitude of the impact on student success and credit hour generation that results.

Growth Trend – The ratio of the average number of students entering a degree program to those exiting provides a measure of the long-term growth or decline of the student population. In order to focus on those programs that have shown the most negative growth trends the threshold for this ratio metric was set at 0.9, with twenty programs falling below that threshold. (Table 6). The programs identified are a mix of teaching programs and technology programs along with mechanical engineering, and several humanities and social science programs.

Taken together these three metric ratio measures provide important information regarding the strength and viability of academic programs. As such it is possible to evaluate all program based upon both direct metrics and metric ratios to more completely and effectively offer recommendations regarding long-term viability.

Step Three – Evaluate and make recommendations for each academic program on the basis of its direct metric values, metric ratios, and qualitative considerations. (Tables 9 through 14)

Compilation of measures of performance for seventy-seven academic programs allows for an analysis of these programs based upon their direct metric values, metric ratios, and qualitative factors. Summaries of data provide a convenient framework for the evaluation and recommendation process. (Tables 7 and 8)

In a separate document the Vice Chancellor will provide a detailed set of recommendations regarding all of the academic programs considered in this study. It is possible that departments currently have undertaken some of the steps outlined in the following recommendations and requirements. If so, it is not necessary to recreate processes or programs but rather review, revise as appropriate, and report results of such plans and programs as requested.

We believe that the programmatic recommendations represent a valid analysis of our current offerings and are worthy of serious consideration. Once presented to department chairs and faculty, an opportunity for response will be provided during which time the Deans will work with Department Chairs to review and accept, or suggest modifications to the Vice Chancellors recommendations. We expect this review process to be completed by November 1st with implementation of final recommendations occurring immediately.

Step Four – Evaluate and make recommendations for each academic department on the basis of the viability of its academic programs and administrative structure. (Tables 9 through 14)

As defined above, an academic department is deemed to be a viable part of the administrative organization when there is at least one viable academic degree program offered by that department and when the administrative needs of the department justify ongoing administrative investment – that is to say a viable degree program is a necessary but not sufficient condition for the creation or continuation of an academic department.

A primary focus of conversations regarding the USAP Task Force recommendations has centered on the thirteen departments identified in section 2.3, which calls for those departments to be “restricted in order to reduce cost.” While we agree with the Task Force’s observation that “planning for departmental restructuring should be done in parallel with analyses of program viability” we reject the specific list of programs included in 2.3.

In order to provide a parallel analysis and set of recommendations the Vice Chancellor will review the viability of all academic departments and make recommendations for restructuring where appropriate. We are fully cognizant of the concerns raised by potential restructuring, including loss of administrative independence, loss of academic visibility, and potential challenges in faculty and student recruiting. However, we believe that opportunities exist for a reduction in administrative overhead through a careful and thoughtful process of academic reorganization.

Once the Vice Chancellor’s department-level recommendations have been shared with Chairs and faculty the Deans will work with the Department Chairs to review and accept, or suggest modifications. We expect this review process to be complete by January 1, 2017 with implementation of changes beginning July 1, 2017.

Step Five – Evaluate and make recommendations for each graduate program offered by IPFW.

At IPFW graduate education is structured in three different ways in relation to academic departments. In most cases departments offer masters degrees that build upon their undergraduate programs (e.g. Nursing, Communication, Engineering). The department of Professional Studies in the College of Education and Public Policy offers degrees in special education, councilor education, and educational

leadership with no corresponding undergraduate programs. Finally, the Doermer School of Business offers a traditional and cohort-based accelerated MBA that is a college, not a departmental, program.

We believe that graduate education at IPFW has not been subjected to the same level of scrutiny that has been applied to baccalaureate degrees. Given the relatively high cost and modest net margin associated with graduate education, we believe it is appropriate and necessary that a thorough analysis of graduate programs be conducted. Such an analysis is to be completed no later than October 1, with the Vice Chancellor making a set of program-level recommendations regarding graduate program viability no later than November 1. We anticipate the opportunity for Department Chairs and faculty to respond to those recommendations and that appropriate modifications to IPFW graduate programs be completed by July 1, 2017.

Step Six – Recommend opportunities for investment in existing and new academic programs.

USAP Task Force recommendation 3.5 calls for investment in health science and engineering programs. This recommendation is, we believe, far too narrow in scope. Additionally, any recommendation regarding the health sciences is highly dependent upon the outcome of on-going governance negotiations between Indiana University and Purdue University. As such, we believe the university should return to the “Signature Program Clusters” concept presented in 2015 to help define and shape areas for new investment.

Contemplation of new programs should not occur in the absence of evidence for strong and sustained regional demand both in the form of interest by prospective undergraduate students and employment opportunities. While regional economic planning documents have pointed to demand for employees in the fields of industrial engineering, metallurgy, materials science, and bioengineering it is not currently clear that the level of regional demand fully justifies the capital costs of launching degree programs in these fields. As the university considers new degree programs we strongly suggest those programs be aligned with and build upon existing curricular strengths. The “Signature Program Clusters” concept offers the best framework for the wise investment in new programs at IPFW.

When considering additional investment in existing programs, we believe programs exhibiting strong degree efficiencies, positive growth trends, and large numbers of majors are potentially of highest priority. That is, we must support our existing strengths and respond to changing student demand through an on-going process of prioritization and reallocation of resources. In so doing, however, we should not neglect opportunities to address increasing demand in some of our smaller programs.

Summary

The USAP Task Force has challenged Academic Affairs to undertake a very difficult process of self-evaluation through a series of recommendations. This document addresses only recommendations 2.1, 2.2. Many other parts of the Task Force's recommendations are critically important to Academic Affairs and must be the subject of serious review. The Chancellor, President, and Board of Trustees expect us to give serious consideration to the USAP recommendations. We believe this document provides the structure and framework for the Vice Chancellor's response to 2.3. We look forward to the process of reviewing the programmatic and organizational recommendations, providing feedback, and alternative recommendations when appropriate.

Table 1

Demand	Academic Program	Dept	College
0.5	German Teaching	ILCS	COAS
1	Math Computing	Math	COAS
1.5	French Teaching	ILCS	COAS
2	Chemistry Chem	Physics	COAS
2	Chem Teaching	Chem	COAS
2	Physics Teaching	Chem	COAS
2.25	Chem Pre Dentistry	Chem	COAS
3.25	Environmental Geo	Math	COAS
3.25	German	ILCS	COAS
3.25	Math Statistics	Geo	COAS
3.75	Bio Teaching	Biol	COAS
4.5	Spanish Teaching	ILCS	COAS
4.75	Woman's Studies	WOST	COAS
5	Math Business	Math	COAS
5.25	French	ILCS	COAS
8.5	Economics	Poly Sci	COAS
9	Public Management	Pub Pol	EPP
9.75	Chemistry BioChem	Chem	COAS
10.25	Geology	Geo	COAS
11.5	Early Childhood Education	Ed Stud	EPP
11.75	Philosophy	Phil	COAS
12	Medical Technology	Biol	COAS
12.25	Environmental Policy	Pub Pol	EPP
12.5	Music Education	Music	VPA
12.75	Middle School Education	Ed Stud	EPP
13.25	Mathematics	Math	COAS
13.75	Legal Studies	Pub Pol	EPP
14.25	Math Actuarial Sci	Math	COAS
14.5	Industrial Engineering Tech	MCET	ETCS
14.75	Bio Pre Dentistry	Biol	COAS
14.75	Information Technology	CEIT	ETCS
15.75	Music Therapy	Music	VPA
16	Chem Pre Medicine	Chem	COAS
17.25	Math Teaching	Math	COAS
17.75	Physics	Physics	COAS
17.75	General Studies Distance	Gen Stud	Gen Stud
18	Spanish	ILCS	COAS
19.75	Sociology	Soc	COAS
19.75	Theater	Theater	VPA
20	Chemistry	Chem	COAS
20	Art Education	Fine Art	VPA

Table 2

Majors	Academic Program	Dept	College
1.0	German Teaching	ILCS	COAS
1.4	Math Computing	Math	COAS
2.0	Chem Pre Dentistry	Chem	COAS
2.6	French Teaching	ILCS	COAS
3.4	Chemistry Chem	Chem	COAS
3.4	Chem Teaching	Chem	COAS
4.0	Math Statistics	Math	COAS
4.0	Physics Teaching	Physics	COAS
4.2	Environmental Geo	Geo	COAS
5.8	German	ILCS	COAS
6.6	Bio Teaching	Bio	COAS
6.8	Spanish Teaching	ILCS	COAS
6.8	Math Business	Math	COAS
8.4	French	ILCS	COAS
8.4	Woman's Studies	WOST	COAS
14.8	Chemistry BioChem	Chem	COAS
15.0	Early Childhood Education	Ed Stud	EPP
15.0	Public Management	Pub Pol	EPP
16.0	Medical Technology	Bio	COAS
16.0	Mathematics	Math	COAS
16.4	Economics	Poly Sci	COAS
16.8	Middle School Education	Ed Stud	EPP
18.4	General Studies Distance	Gen Stud	Gen Stud
19.2	Geology	Geo	COAS
19.4	Math Actuarial Sci	Math	COAS
20.0	Chem Pre Medicine	Chem	COAS
20.2	Legal Studies	Pub Pol	EPP
22.2	Bio Pre Dentistry	Bio	COAS
22.4	Environmental Policy	Pub Pol	EPP
25.0	Spanish	ILCS	COAS
25.4	Industrial Engineering Tech	MCET	ETCS
27.4	Math Teaching	Math	COAS
27.6	Philosophy	Phil	COAS
28.4	Physics	Physics	COAS
30.0	Music Therapy	Music	VPA

Table 3

Degrees	Academic Program	Dept	College
0	German Teaching	ILCS	COAS
0.25	Chem Pre Dentistry	Chem	COAS
0.25	Chem Teaching	Chem	COAS
0.25	French Teaching	ILCS	COAS
0.25	Math Computing	Math	COAS
0.5	Math Statistics	Math	COAS
0.5	Environmental Geo	Geos	COAS
0.75	Spanish Teaching	ILCS	COAS
0.75	Physics Teaching	Physics	COAS
1	Medical Technology	Bio	COAS
1	Math Business	Math	COAS
1.25	Bio Teaching	Bio	COAS
1.25	Chemistry Chem	Chem	COAS
1.5	Chem Pre Medicine	Chem	COAS
1.5	German	ILCS	COAS
1.75	Woman's Studies	WOST	COAS
2	Bio Pre Dentistry	Bio	COAS
2.25	French	ILCS	COAS
2.5	Math Actuarial Sci	Math	COAS
2.75	Geology	Geos	COAS
2.75	Economics	Poly Sci	COAS
3	Information Technology	ECIT	ETCS
3.25	Music Therapy	Music	VPA
3.5	Chemistry	Chem	COAS
3.5	Mathematics	Math	COAS
3.75	Physics	Physics	COAS
3.75	Early Childhood Education	Ed Stud	EPP
3.75	Public Management	Pub Pol	COAS
4	Computer Engineering	ECE	ETCS
4	Philosophy	Phil	COAS
4.25	Legal Studies	Pub Pol	EPP
4.25	Chemistry BioChem	Chem	COAS
4.5	Middle School Education	Ed Stud	EPP
4.75	General Studies Distance	Gen Stud	Gen Stud
5.25	Spanish	ILCS	COAS
5.5	Art Education	Fine Art	VPA
5.75	Math Teaching	Math	COAS
5.75	Music Education	Music	VPA
6.25	Environmental Policy	Pub Pol	EPP
6.5	Industrial Engineering Tech	MCET	ETCS
6.75	Sociology	Soc	COAS
7	Theater	Theater	VPA
9	Music	Music	VPA
10	Electrical Engineering	ECE	COAS

Table 4

Grad Efficiency	Degree Program	Dept	College
0.0%	German Teaching	ILCS	COAS
5.0%	Medical Technology	Bio	COAS
5.9%	Chem Teaching	Chem	COAS
6.0%	Chem Pre Medicine	Chem	COAS
7.2%	Bio Pre Dentistry	Bio	COAS
7.5%	Information Technology	CEIT	ETCS
7.6%	Bio Pre Medicine	Bio	COAS
7.7%	French Teaching	ILCS	COAS
7.8%	Civil Engineering	CME	ETCS
8.7%	Music Therapy	Music	VPA
8.8%	Spanish Teaching	ILCS	COAS
9.1%	Chemistry	Chem	COAS
9.3%	Mechanical Engineering	CME	ETCS
9.4%	Music	Music	VPA
9.5%	Environmental Geo	Geos	COAS
9.8%	Computer Engineering	ECE	ETCS
10.0%	Math Statistics	Math	COAS
10.0%	Chem Pre Dentistry	Chem	COAS
10.3%	Math Actuarial Sci	Math	COAS
10.4%	Biology	Bio	COAS
10.5%	Computer Science	CS	ETCS
10.6%	Physics	Physics	COAS
11.0%	Visual Communication & Design	VCD	VPA
11.2%	Electrical Engineering	ECE	ETCS
11.5%	Geology	Geos	COAS
11.6%	Philosophy	Phil	COAS
11.8%	Math Business	Math	COAS
12.5%	Nursing	Nursing	HHS

Table 5

Attrition	Degree Program	Dept	College
40.0%	Chem Pre Dentistry	Chem	COAS
38.1%	Environmental Geo	Geos	COAS
38.0%	Chem Pre Medicine	Chem	COAS
35.0%	Math Statistics	Math	COAS
33.8%	Medical Technology	Bio	COAS
33.3%	Early Childhood Education	Ed Stud	EPP
32.4%	Math Business	Math	COAS
31.5%	General Studies Distance	Gen Stud	Gen Stud
30.4%	Spanish	ILCS	COAS
30.0%	Mathematics	Math	COAS
29.6%	Sociology	Soc	COAS
29.4%	Spanish Teaching	ILCS	COAS
27.9%	Anthropology	Anth	COAS
27.6%	German	ILCS	COAS
27.6%	Biology	Bio	COAS
26.7%	Legal Studies	Pub Pol	EPP
26.3%	Political Science	Poly Sci	COAS
26.2%	Woman's Studies	WOST	COAS
26.1%	Bio Pre Dentistry	Bio	COAS
26.1%	Computer Science	CS	ETCS
25.6%	Economics	Poly Sci	COAS
25.6%	General Studies	Gen Stud	Gen Stud
25.1%	Criminal Justice	Pub Pol	COAS
25.0%	Geology	Geos	COAS

Table 6

Trend	Degree Program	Dept	College
0.52	Secondary Education	Ed Stud	EPP
0.63	Bio Teaching	Bio	COAS
0.65	Mechanical Engineering	CME	ETCS
0.67	German Teaching	ILCS	COAS
0.73	Physics Teaching	Physics	COAS
0.76	Math Teaching	Math	COAS
0.78	Computer Eng Tech	CEIT	ETCS
0.81	Music Education	Music	VPA
0.81	Philosophy	Phil	COAS
0.81	German	ILCS	COAS
0.82	Anthropology	Anth	COAS
0.82	Political Science	Poly Sci	COAS
0.85	Economics	Poly Sci	COAS
0.85	History	Hist	COAS
0.86	Spanish Teaching	ILCS	COAS
0.86	Communication Sciences & Dis	CSD	COAS
0.87	Electrical Eng Tech	CEIT	ETCS
0.89	Chem Teaching	Chem	COAS
0.89	Geology	Geos	COAS
0.90	Elementary Education	Ed Stud	EPP

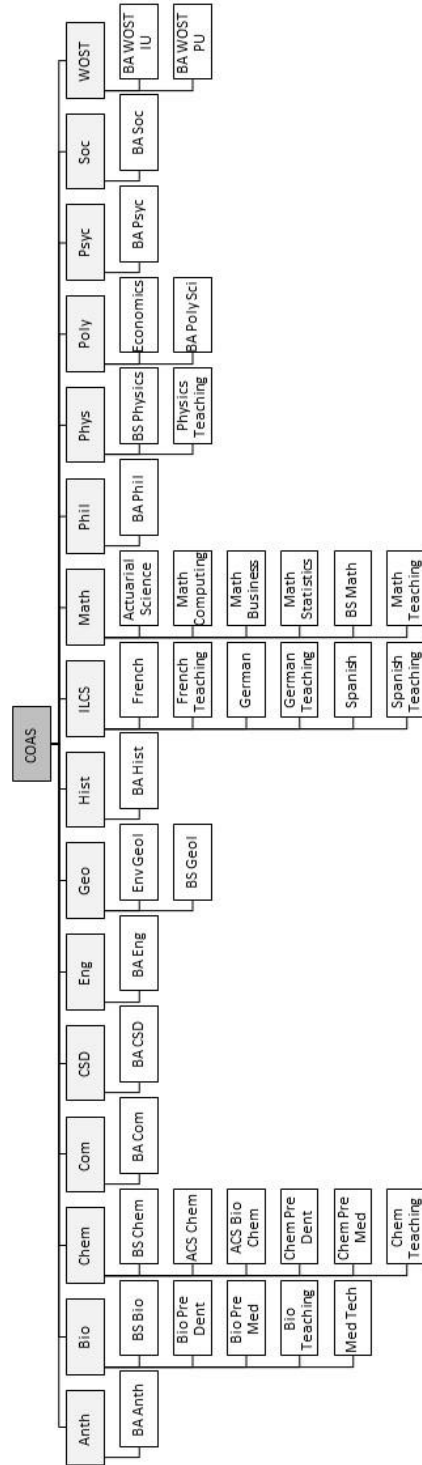
Table 7

College	Dept	Program	Direct Metrics			Metric Ratios		
			Demand	Participation	Productive	Grad Eff	Attrition	Trend
COAS	Anth	Anthropology	25.25	45.80	11.75	20.5%	27.9%	0.82
	Biol	Biology	113.25	164.60	21.50	10.4%	27.6%	1.08
		Bio Pre Dentistry	14.75	22.20	2.00	7.2%	26.1%	1.04
		Bio Pre Medicine	90.50	153.40	14.50	7.6%	24.5%	0.94
		Bio Teaching	3.75	6.60	1.25	15.2%	24.2%	0.63
		Medical Technology	12.00	16.00	1.00	5.0%	33.8%	0.92
	Chem	Chemistry	20.00	30.80	3.50	9.1%	20.1%	0.99
		Chemistry BioChem	9.75	14.80	4.25	23.0%	13.5%	1.03
		Chemistry Chem	2.00	3.40	1.25	29.4%	0.0%	1.14
		Chem Pre Dentistry	2.25	2.00	0.25	10.0%	40.0%	1.13
		Chem Pre Medicine	16.00	20.00	1.50	6.0%	38.0%	0.93
		Chem Teaching	2.00	3.40	0.25	5.9%	23.5%	0.89
	Com	Communication	149.75	200.40	48.50	19.4%	19.7%	0.98
	CSD	Communication Sciences & Dis	38.75	77.00	21.25	22.1%	16.1%	0.86
	Engl	English	76.25	145.60	35.00	19.2%	19.2%	0.95
	Geos	Environmental Geo	3.25	4.20	0.50	9.5%	38.1%	1.08
		Geology	10.25	19.20	2.75	11.5%	25.0%	0.89
	Hist	History	41.25	76.00	18.50	19.5%	23.2%	0.85
	ILCS	French	5.25	8.40	2.25	21.4%	16.7%	1.00
		French Teaching	1.50	2.60	0.25	7.7%	15.4%	1.00
		German	3.25	5.80	1.50	20.7%	27.6%	0.81
		German Teaching	0.50	1.00	0.00	0.0%	20.0%	0.67
		Spanish	18.00	25.00	5.25	16.8%	30.4%	1.03
		Spanish Teaching	4.50	6.80	0.75	8.8%	29.4%	0.86
	Math	Math Actuarial Sci	14.25	19.40	2.50	10.3%	22.7%	1.21
		Math Computing	1.00	1.40	0.25	14.3%	0.0%	1.00
		Math Business	5.00	6.80	1.00	11.8%	32.4%	1.00
		Math Statistics	3.25	4.00	0.50	10.0%	35.0%	1.18
		Mathematics	13.25	16.00	3.50	17.5%	30.0%	0.98
		Math Teaching	17.25	27.40	5.75	16.8%	21.2%	0.76
	Phil	Philosophy	11.75	27.60	4.00	11.6%	24.6%	0.81
	Phys	Physics	17.75	28.40	3.75	10.6%	19.7%	1.29
Physics Teaching		2.00	4.00	0.75	15.0%	10.0%	0.73	
Poly	Economics	8.50	16.40	2.75	13.4%	25.6%	0.85	
	Political Science	34.50	60.80	14.75	19.4%	26.3%	0.82	
Psyc	Psychology	188.50	328.00	68.50	16.7%	21.6%	0.96	
Soc	Sociology	19.75	32.40	6.75	16.7%	29.6%	0.93	
WOST	Woman's Studies	4.75	8.40	1.75	16.7%	26.2%	0.95	

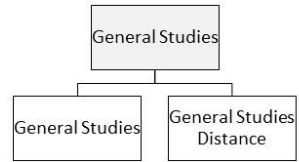
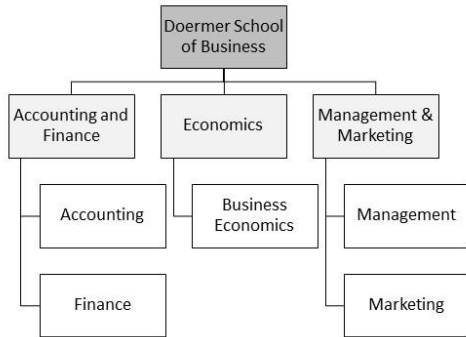
Table 8

College	Dept	Program	Direct Metrics			Metric Ratios		
			Demand	Participation	Productive	Grad Eff	Attrition	Trend
DSB	A&F	Accounting	216.68	262.76	48.75	14.8%	13.9%	1.09
		Finance	63.32	73.74	19.50	21.2%	5.6%	1.07
	Econ	Bus Econ Public Policy	40.24	42.92	12.00	22.4%	8.3%	1.06
	M&M	Management	173.54	189.04	47.50	20.1%	12.5%	1.12
		Marketing	75.55	80.09	22.50	22.5%	10.1%	1.12
GST	GST	General Studies	346.00	470.20	185.75	31.6%	25.6%	0.94
		General Studies Distance	17.75	18.40	4.75	20.7%	31.5%	1.42
EPP	EdSt	Early Childhood Education	11.50	15.00	3.75	20.0%	33.3%	0.98
		Elementary Education	166.00	336.00	69.25	16.5%	17.6%	0.90
		Middle School Education	12.75	16.80	4.50	21.4%	7.1%	1.55
		Secondary Education	35.75	78.00	21.75	22.3%	22.1%	0.52
	Ppol	Criminal Justice	114.00	195.00	44.00	18.1%	25.1%	0.95
		Environmental Policy	12.25	22.40	6.25	22.3%	15.2%	1.00
		Health Services Admin	43.25	77.60	27.50	28.4%	12.4%	0.97
		Legal Studies	13.75	20.20	4.25	16.8%	26.7%	0.96
		Public Management	9.00	15.00	3.75	20.0%	24.0%	0.92
ETCS	CME	Civil Engineering	94.15	110.03	10.75	7.8%	14.5%	1.26
		Mechanical Engineering	79.60	167.66	19.50	9.3%	19.5%	0.65
	CS	Computer Science	110.50	177.00	23.25	10.5%	26.1%	1.06
		Information Systems	50.00	65.20	18.00	22.1%	20.6%	1.20
	CEIT	Computer Eng Tech	28.00	55.60	14.25	20.5%	20.9%	0.78
		Electrical Eng Tech	49.00	88.80	28.25	25.5%	22.3%	0.87
		Information Technology	14.75	31.80	3.00	7.5%	22.6%	0.95
	ECE	Computer Engineering	26.61	32.51	4.00	9.8%	12.7%	1.18
		Electrical Engineering	51.12	71.23	10.00	11.2%	14.6%	1.03
	MCET	Construction Engineering Tech	29.50	32.00	13.00	32.5%	13.1%	1.20
		Industrial Engineering Tech	14.50	25.40	6.50	20.5%	22.8%	0.91
		Mechanical Engineering Tech	89.75	173.60	42.50	19.6%	17.3%	1.03
	OLS	Org Leadership & Supervision	139.00	233.60	84.75	29.0%	16.4%	0.97
HHS	HTM	Hospitality Management	54.00	103.80	21.25	16.4%	22.5%	0.91
	HumServ	Human Services	114.75	196.20	38.50	15.7%	21.6%	1.00
	Nurs	Nursing	313.25	591.00	92.00	12.5%	21.5%	1.00
VPA	FnArt	Art Education	20.00	34.20	5.50	12.9%	17.0%	1.08
		Fine Arts	34.75	66.20	13.50	16.3%	21.8%	0.92
	Music	Music	43.50	76.20	9.00	9.4%	21.8%	0.97
		Music Education	12.50	31.80	5.75	14.5%	10.7%	0.81
		Music Therapy	15.75	30.00	3.25	8.7%	16.0%	1.29
	Theater	Theater	19.75	35.40	7.00	15.8%	19.2%	1.04
	VCD	Visual Communication & Design	100.25	242.0	33.25	11.0%	19.7%	0.92

Table 9



Tables 10 & 11



Tables 12 & 13

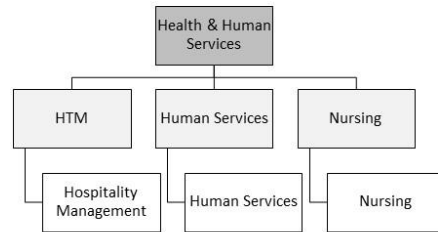
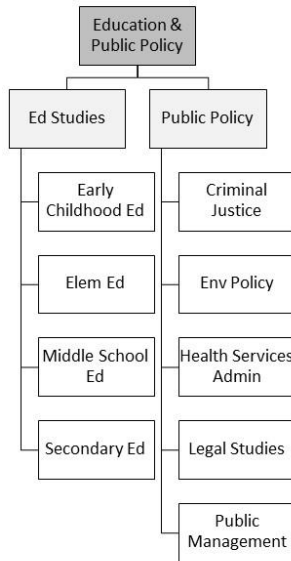
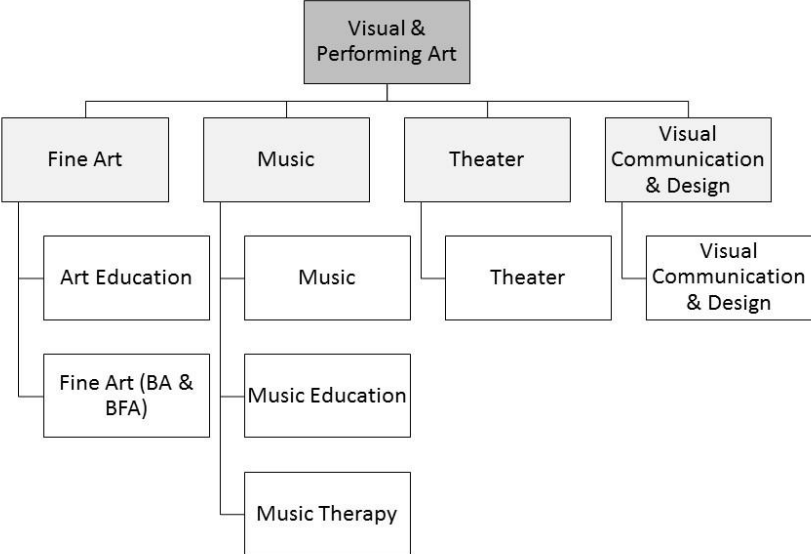


Table 14



Year Two USAP Recommendations

I. Build an organizational culture focused on continuous improvement

- 1.1 Invest in our organizational capacity to create change.
- 1.2 Improve the quality, access, and presentation of critical institutional data.
- 1.3 Streamline reporting.
- 1.4 Understand and incorporate key tenets of successful universities.
- 1.5 and 1.6 Engage the deans as continuous improvement leaders.
- 1.7 Provide the necessary resources to excel.
- 1.8 Adopt best practices related to “living the organizational mission.”

II. Cost savings and efficiencies

- 2.1 Create academic program viability standards.
- 2.2 Use viability standards to assess programs for closure, restructuring, and investment.
- 2.3 Restructure academic departments.
- 2.4 Explore and implement options for more efficient use of faculty and chair resources, where appropriate.
- 2.5 Optimize enrollment of course sections.
- 2.6 Study course completion rates.
- 2.7 Evaluate Centers of Excellence and identify closures, realignment, and revenue-generating opportunities.
- 2.8 Reduce administrative positions.
- 2.9 Transition to an embedded service model.
- 2.10 Create and deploy campus sustainability measures.
- 2.11 Determine the campus community’s acceptable level of investment in Athletics.
- 2.12 Adopt policies to maximize revenue in student housing.

III. Invest to generate revenue

- 3.1 Develop a university-wide strategic enrollment plan that integrates the university’s programs, practices, policies, and planning related to Strategic Enrollment Management (SEM).
- 3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates.
- 3.3 Become a key partner in advancing Northeast Indiana’s Big Goal by creating and implementing a comprehensive recruiting strategy that involves the appropriate departments and people.
- 3.4 Invest in the Enrollment Services Center (“Mastodon Hub”).
- 3.5 Invest in Health Sciences and Engineering programs.
- 3.6 Enhance program and service delivery to include more options for online and accelerated learning.
- 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.
- 3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu.
- 3.9 Invest in Helmke Library.
- 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.
- 3.11 Improve the physical appearance of campus grounds.
- 3.12 Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes.
- 3.13 Explore revenue generating business opportunities.

IV. High-potential areas for moving IPFW forward

- 4.1 Establish a baseline understanding among campus leaders of the regional economy and what our competitors are doing.
- 4.2 Fully leverage Community Advisory Boards.
- 4.3 Incentivize and invest in bold research initiatives.
- 4.4 Promote the Campus to Community Connections (C2C) brand.
- 4.5 Create closer partnerships with Pre-K—12 schools in the region.
- 4.6 Review the General Studies program.
- 4.7 Review General Education (GE).
- 4.8 Redesign student support services at the university level by integrating Student Affairs into Academic Affairs.
- 4.9 As a metropolitan university, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation.

Review and Recommendations for Academic Programs and Departments in Response to USAP Recommendations 2.2 and 2.3 – Revision – October 18, 2016

Carl N. Drummond
Vice Chancellor for Academic Affairs and Enrollment Management

Undergraduate degree programs or majors suspended July 1, 2016

Environmental Geology
Environmental Policy

Undergraduate degree program or majors suspended

Individual degree programs:

French
Geology (BA & BS)
German
Philosophy
Women's Studies

Majors within departments:

Biology Pre-Dentistry
Chemistry Pre-Dentistry
Chemistry Pre-Medicine
Math Computing
Math Business
Math Statistics
Legal Studies
Public Management

Stand-alone teaching programs (COAS departments and Educational Studies will craft a program for secondary teacher education):

Biology Teaching
Chemistry Teaching
French Teaching
German Teaching
Spanish Teaching
Physics Teaching

Graduate programs suspended

Doctorate of Nursing Practice
Applied Mathematics Operations Research
Mathematics Applied Statistics Certificate
Masters in Mathematics

Departments or programs eliminated January 1, 2016

Geology
Philosophy
Women's Studies

Departments merged July 1, 2017

Anthropology & Sociology
MCET & CEIT

Departments merged July 1, 2018

VPA and Fine Art

Additional Measures for Consideration and Implementation:

Full implementation of SD 96-4 "IPFW Policy Statement on Teaching Duties of Upper-level Academic Administrators"
Transition department chair positions from FY to AY with summer administrative stipend
Create voluntary incentive program for faculty transition from 3/3 to 4/4
Reconfigure and reduce central academic administration

On Thursday of last week the Chancellor and I met with President Daniels and the Purdue Trustees to discuss the status of negotiations regarding proposed changes to the current management agreement for IPFW as outlined by the LSA recommendations as well as the status of the review of academic programs and the academic administration of those programs at IPFW as defined by USAP recommendations 2.1, 2.2, and 2.3. While it is correct that USAP is an internal resource alignment process that preceded the external LSA process by more than a year, I came to learn on Thursday – in ways I had failed to recognize or appreciate previously – that in the minds of the Trustees these two processes are inexorably linked.

In order for IPFW to fully and appropriately respond to the expectations of the Trustees, I believe it is important that I share with you my understanding of why the Trustees consider USAP 2.1, 2.2, and 2.3 an essential component of the management negotiations.

First, and not insignificantly, the Trustees have embedded the framework of their expectations in item #4 of the current management agreement extension executed on June 14 of this year. Item 4 reads:

“Both Parties [the Trustees of Purdue and IU] encourage IPFW to, and expect that it shall, continue the University Strategic Alignment Process that it has begun, and that the IPFW campus will expeditiously and rigorously examine its internal structure, as well as other items (especially involving the reduction of costs) described in the USAP Report.”

While there are many recommendations within the USAP report that deal with internal structure and costs, the Trustees are particularly focused – at this time – on the academic structure and costs at IPFW. After Thursday’s meeting I now understand why.

As we know, the LSA recommendation for a change in management structure for IPFW calls for the transference of all aspects of management of three departments to Indiana University and all the other IU academic programs to be transferred to Purdue University. As a result of both the LSA and USAP processes, the Trustees are very aware of the financial and operational strengths and weaknesses of all the academic programs and departments at IPFW. As such, they are very well aware that the Purdue Nursing Program at IPFW is both very strong and rapidly growing at the undergraduate and masters levels. They also know that the IU programs of Dental Education and Medical Imaging, while smaller, are both strong and trending in a positive direction. It is not lost on the Trustees that IPFW's 30% decline in enrollment since 2011 would be significantly larger if it were not for the growth in these health sciences programs over the same time.

The Trustees have ultimate fiduciary responsibility for the Purdue University System. Appropriately, they take those responsibilities very seriously. The LSA recommendation calls for them to pass financial and administrative control of the three health sciences programs to Indiana University in exchange for gaining academic control of the rest of the IU programs at IPFW.

The Trustees feel obligated to ascertain if agreeing to such an exchange is in the best interests of the Purdue University System. I believe from their point of view, the LSA recommendation is an exchange of assets agreement. As I noted previously, the LSA and USAP reviews have provided the Trustees with operational-level knowledge of IPFW's academic programs in unprecedented detail. They have grave concern about the organizational efficiency and long-term viability of IPFW if it were to be stripped of the three health sciences programs.

While we can speculate as to the origins of political and economic pressure that has been and continues to be applied to the Trustees in order to encourage them

to reach an agreement with IU along the lines of the LSA recommendations – our doing so does not change the operational realities here at IPFW.

The Trustees have directly ordered me to complete USAP recommendations 2.1, 2.2, and 2.3. They expect as many changes as possible will be completed by January 1, 2017 with the vast majority of other changes completed by July 1, 2017. They are not interested in a phased, multi-year approach, further study, or analysis. Importantly, while they are armed with detailed knowledge of IPFW's academic enterprise, they did not make reference to any individual program or department during our meeting.

Therefore, tomorrow I will issue a revision or addendum to the document I distributed in September. This document will identify additional programmatic contractions as well as additional organizational changes. While I will continue to solicit feedback, input, and alternative suggestions through the November 15th date previously identified, any alternative suggestions must meet or exceed the reductions described in tomorrow's document in order to be given consideration.

There are four critical aspects of this process:

First, personnel. The Chancellor and I have received, in writing, conformation from the Provost and the General Counsel's Office of the tenure and rank status of all faculty impacted by these changes, the transference of programs between universities, and any subsequent academic reorganization that will be required after a new management structure is finalized. Because of the ongoing ERIP process, it is essential to inform all employees, faculty, clerical, and support staff, of the changes that will be made in order that they may make the most informed decision about their participation.

Second, tenured faculty in academic departments that will be eliminated must find a new tenure home and establish a new supervisory relationship within that new department. For any department that is closed or merged, the current P&T criteria will remain in place for no longer than 6 years. After that time any transferred faculty will be subject to the revised criteria of their new department. Faculty who are transferred from closed programs will be expected to focus their efforts on high enrolling survey classes and other upper division courses in their area of specialization that are anticipated to be strongly enrolled. The deans and department chairs of affected departments will begin working on the process of transfer immediately.

Third, the academic deans will work with department chairs and faculty to establish a procedure for the successful completion of currently enrolled students in academic programs that are closing. For each program a credit hour and temporal threshold must be established that defines which students will be allowed to complete their current program of study. Likewise, the deans, department chairs, and faculty must work out a detailed schedule of course offerings that will allow those students to complete their courses within the minimum possible period of time. I will strongly encourage the use of summer to accelerate student progress.

Finally, I will instruct the registrar tomorrow to suspend admissions to the affected academic programs. If, as a result of input and alternatives put forward by November 15, a change is to be made to that list, I will reopen programs for admission of new students after December 1.

It falls to me to complete this task. It is the will of the Trustees that it be completed as quickly as possible in light of the timeline of management negotiations with IU. Importantly, the decisions about which programs and department to eliminate, to combine, and to maintain are local. The Trustees are fully cognizant of how difficult this will be. I do not believe they have taken this action lightly. Finally, we would be called to make changes even if there was no

LSA recommendation for a change in management. The tempo and magnitude of expected changes might alter, but there is no question we would be required to make changes in response to the enrollment decline.

The task before us is difficult. It will affect many of us and our colleagues deeply – myself included. I cannot ask you to like the changes that will be made. I only ask that you recognize that my decisions are neither capricious nor easily arrived at. I feel deeply the pain of these changes – and I am sure I always will.

That being said, when the process is complete, opportunities will exist for investment in current and new academic programs and I look forward to, and am excited by those opportunities.

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)

TO: Fort Wayne Senate

FROM: Peter Iadicola and Rachel Hile

DATE: March 21, 2017

SUBJ: Proposal to Establish a more Comprehensive Analysis of Academic Program's Contribution to Degree Programs in Consideration of Program Resource Allocation, Suspension, and Closure

WHEREAS, all degrees are composed of courses in which the majority are taken outside of the major department.

WHEREAS, the university administration has focused principally on the number, retention, and graduation of majors with little or no consideration of how a program's courses are used to fulfill requirements and electives for degree programs outside of this major.

WHEREAS, cuts to programs based on these metrics alone has the potential to significantly negatively affect the quality of degree offerings outside of the major programs being eliminated,

AND WHEREAS, the new proposed template for department annual reports continues this same deficiency in solely using metrics of the major and not the program contribution to programs outside of the major,

BE IT RESOLVED, that for any evaluation of academic programs for decisions on resource allocation, suspension, and closure must consider that program's contributions to degrees and programs outside of its major.

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

November 16, 2016

VIA ELECTRONIC AND SURFACE MAIL

Dr. Vicky L. Carwein
Chancellor
Indiana University–Purdue University Fort Wayne
2101 East Coliseum Boulevard
Fort Wayne, Indiana 46805-1499

Dear Chancellor Carwein:

The Indiana University-Purdue University Fort Wayne chapter of the American Association of University Professors has sought the advice and assistance of the Association's Washington office as the result of an October 28, 2016, announcement by Dr. Carl N. Drummond, vice chancellor for academic affairs and enrollment management, that the Purdue University board of trustees had ordered the administration to suspend, eliminate, and merge some thirty programs, majors, and departments. The chapter has expressed its concern that these actions, which the Fort Wayne faculty senate apparently did not even consider, much less approve, are fundamentally inconsistent with normative standards of academic governance. The AAUP shares this concern.

Our Association's interest in these matters stems from its longstanding commitment to principles of academic governance, as enunciated in the enclosed *Statement on Government of Colleges and Universities*, jointly formulated in 1966 by the AAUP, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The *Statement on Government*, which embodies standards widely observed in American higher education, rests on the premise of appropriately shared responsibility and cooperative action among the governing board, the administration, and the faculty in determining educational policy and in resolving educational problems. It refers to "an inescapable interdependence" in this relationship that requires "adequate communication among these components, and full opportunity for appropriate joint planning and effort." It further asserts that "the interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict."

The *Statement on Government* defines the role of the faculty in institutional government, stating in pertinent part:

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have

opportunity for further consideration and further transmittal of its views to the president or board.

The authority and primary responsibility of the faculty in decision-making processes in these areas derive from its special competence in the educational sphere. It follows from this proposition that the faculty should play an active and meaningful role in the development as well as in the revision of institutional policy in those areas in which the faculty has primary responsibility. Also implicit in the foregoing passage is the expectation that the faculty will play a primary role in the establishment, as well as in any subsequent revision or modification, of the institution's academic policies and structure.

Chapter members have reported to us that the programmatic decisions followed a "university strategic alignment process" (USAP) that culminated in a report issued on May 6 by a task force consisting of faculty members, staff, and administrators. It is our understanding that the faculty representatives to this task force were appointed by the administration and not elected by the faculty, a method of selection at odds with the *Statement on Government's* provision that "[f]aculty representatives should be selected by the faculty according to procedures determined by the faculty." The USAP report identifies a number of programs for "restructuring," but it observes that the identification of these programs is not "intended to indicate [that] these departments are unworthy of support." A report entitled "Review and Recommendations for Academic Programs and Departments in Response to USAP Recommendations 2.2 and 2.3," authored by Vice Chancellor Drummond, was released in September. It proposes detailed programmatic restructuring throughout the university, including the suspension of some programs and benchmarks for future review of other programs, but does not propose the immediate elimination of any programs or departments. In closing, it states that

[c]omments, criticism, and alternatives to these recommendations are welcome. Final decisions regarding programs and departments will be reached by December 1, 2016. As such, input through the standard academic channels of department chairs and deans will be welcome through November 15, 2016. All input from the Fort Wayne Senate and other representative bodies will also be welcome through that date.

Following the presentation of his recommended changes to the Purdue University board of trustees in October, however, Vice Chancellor Drummond informed the Fort Wayne Senate that the trustees were "not interested in a phased, multi-year approach, further study, or analysis" and had accordingly directed him to make "additional programmatic contractions as well as additional organizational changes" immediately.

Existing policies at the institution that address "[r]eorganization, merger, reduction, and/or elimination of a program" are set forth in Senate Document (SD) 15–26. They provide that such actions "shall proceed according to procedures established by the Fort Wayne Senate . . . and the faculty of each major unit affected." Instead, these programmatic decisions bypassed the senate, a failure that the senate's executive committee, in a memorandum dated October 31, 2016, characterized as a "breach of shared governance." The senate as a whole recently adopted a resolution urging the "reinstatement, effective immediately, of all undergraduate and graduate

Dr. Vicky L. Carwein

November 16, 2016

Page 3

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.” The resolution goes on to state that “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.”

We concur in the conclusion of the senate executive committee and in the request of the senate to rescind the imposed programmatic changes and to process any further changes in accordance with SD 15-26.

We look forward to your response.

Sincerely,



Hans-Joerg Tiede, PhD

Associate Secretary

Department of Academic Freedom, Tenure, and Governance

Enclosures (by electronic mail only)

Cc: Mr. Michael R. Berghoff, Chair, Purdue University Board of Trustees
Mr. James T. Morris, Chair, Indiana University Board of Trustees
Mr. Mitchell E. Daniels, Jr., President, Purdue University
Dr. Michael McRobbie, President, Indiana University
Dr. Carl N. Drummond, Vice Chancellor for Academic Affairs and Enrollment
Management, Indiana University-Purdue University Fort Wayne
Professor Jeffrey Malanson, Presiding Officer, Fort Wayne Senate
Professor David Sanders, Chair, Purdue University Senate
Professor Rebecca Spang, President, Indiana University Faculty Council
Professor Steven Carr, President, Indiana University-Purdue University Fort Wayne
AAUP Chapter
Professor Daniel Murphy, President, Indiana University Conference of the AAUP

TO: Fort Wayne Senate

FROM: Peter Iadicola and Rachel Hile

DATE: March 21, 2017

SUBJ: Proposal to Establish a more Comprehensive Analysis of Academic Program's Contribution to Degree Programs in Consideration of Program Resource Allocation, Suspension, and Closure

WHEREAS, all degrees are composed of courses in which the majority are taken outside of the major department.

WHEREAS, the university administration has focused principally on the number, retention, and graduation of majors with little or no consideration of how a program's courses are used to fulfill requirements and electives for degree programs outside of this major.

WHEREAS, cuts to programs based on these metrics alone has the potential to significantly negatively affect the quality of degree offerings outside of the major programs being eliminated,

AND WHEREAS, the new proposed template for department annual reports continues this same deficiency in solely using metrics of the major and not the program contribution to programs outside of the major,

BE IT RESOLVED, that for any evaluation of academic programs for decisions on resource allocation, suspension, and closure must consider that program's contributions to degrees and programs outside of its major.

Faculty Senate & Governance

FSD 18-23: Resolution on SRA

PURDUE UNIVERSITY NORTHWEST FACULTY SENATE

Resolution on the Strategic Resource Allocation Initiative

Submission Date: 8/30/19 (revised)

Faculty Senate Document 18-23

Education Policy Committee

For action: September 13, 2019

Whereas: The Purdue University Northwest Senate held a special session on April 19, 2019 devoted entirely to a discussion of the Strategic Resource Allocation (SRA) initiative, and

Whereas: The entire Faculty of PNW was invited to attend this meeting and to give the Senate the benefit of its advice on this issue, and

Whereas: The event was well attended, with the result that the Senate was able to receive advice from a significant number of faculty members, as well as from several students and some staff and administrators, and

Whereas: At the conclusion of the meeting it was proposed that an informal, non-binding vote be taken as a way of taking a measure of the prevailing attitude on the SRA initiative as expressed by those attending the meeting, and

Whereas: The resolution on which a voice vote was taken read as follows: "Given the fundamental flaws in the SRA process, the reports from it should not be used as a source of data for decisions in support of academic decision making, or strategic planning," and

Whereas: This resolution was approved by an overwhelming margin by voice vote, and

Whereas: The PNW Faculty Senate values and respects the advice it receives from the PNW community, and generally attempts to act in accordance with it,

Be it resolved: The SRA process was flawed, therefore the results should not be used as the primary source for decisions going forward.

Approved:

Cherry

Davis

DeLeon

Kramer

Mascha

Merkovsky

Scipes

Wang

Zhao

Disapproved:

None

Abstain:

None

Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard

for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

- a. *Preliminary Considerations.* The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

- b. *Determination of General Educational Policy.* The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

- c. *Internal Operations of the Institution.* The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or uni-

versity. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

- d. *External Relations of the Institution.* Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office

is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁵

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 3–11, and the 1958 "Statement on Procedural Standards in Faculty Dismissal Proceedings," *ibid.*, 12–15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*Policy Documents and Reports*, 3–4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]