

FORT WAYNE SENATE AGENDA  
MONDAY  
April 9, 2018  
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of March 12
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
  - a. Purdue University – A. Schwab
  - b. Indiana University – A. Downs
5. Report of the Presiding Officer – J. Malanson
6. Special business of the day
  - a. Memorial Resolution (Senate Reference No. 17-28) – Kim McDonald
  - b. Library PFW Transition Status – Alexis Macklin
7. Committee reports requiring action
  - a. Faculty Affairs Committee (Senate Document SD 17-24) – Z. Nazarov
  - b. Education Policy Committee (Senate Document SD 17-25) – L. Wright-Bower
8. Question Time
  - a. (Senate Reference No. 17-29) – A. Schwab
9. New business
10. Committee reports “for information only”
  - a. (Senate Reference No. 17-23) – J. Clegg
  - b. Mastodon Athletic Advisory Committee (Senate Reference No. 17-24) – J. Clegg
  - c. University Budget Committee Report and Recommendations (Senate Reference No. 17-25) – J. Malanson
  - d. Budgetary Affairs Subcommittee (Senate Reference No. 17-26) – C. Gurgur
  - e. Budgetary Affairs Subcommittee (Senate Reference No. 17-27) – C- Gurgur
11. The general good and welfare of the University
12. Adjournment\*

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

Approving  
A. Downs  
J. Malanson  
K. Pollock  
A. Schwab

Opposed

Non Voting  
Wylie Sirk

Absent  
S. Carr  
L. Wright-Bower  
N. Younis

---

Attachments:

“Memorial Resolution-Joseph Maurice Chandler” (SR No. 17-28)  
“Revision of CPS P&T Document” (SD 17-24)  
“Military Students Transfer Credit” (SD 17-25)  
“Caps on Classes” (SR No. 17-29)  
“Annual Report of FAR Activities” (SR No. 17-23)  
“MAAS Report on Student-Athlete Academics” (SR No. 17-24)  
“University Budget Committee Report and Recommendations” (SR No. 17-25)  
“BAS Findings and Recommendations on Consolidated Career Services and Office of Academic Internships, Cooperative Education and Service Learning (OACS)” (SR No. 17-26)  
“BAS Annual Report on Athletics Budget” (SR No. 17-27)

In Memoriam  
Joseph Maurice Chandler  
August 25, 1931 – February 18, 2018

Our friend and former colleague, Joseph Chandler died in February 2018 at the age of 86.

Given his sense of humor, Joe would probably appreciate the image of a boomerang to explain that he started in Fort Wayne, left, and returned. A graduate of South Side High School, Joe enlisted in the United States Air Force and served in the Korean War. After his military service, he attended Ball State University, earning his bachelor's degree from the Teachers College in 1956 and his master's degree in 1962. He began his career as an educator teaching industrial arts and coaching JV basketball in New Castle, Indiana. In 1963, he came back to Fort Wayne as assistant industrial relations manager for International Harvester. However, his calling was teaching, so he joined the faculty at Indiana University's Division of General and Technical Studies, known as DGTS, in 1967 to teach supervision to college students. Eventually the DGTS faculty moved to IPFW's present location where Joe taught labor relations, interviewing, and human relations for the Department of Organizational Leadership and Supervision until his retirement in 1994.

Joe was passionate about teaching and helping students. His advisees and students in his classes appreciated his humor, his stories, and his ability to connect course content to their lives. Teaching and advising were fun to Joe and his enthusiasm was contagious. His effectiveness in the classroom was recognized in 1971 with the IPFW Distinguished Educator of the Year award and again in 1980 when he received the Friends of the University Outstanding Teacher Award. His excellence in advising was acknowledged with the Community Advisory Council Service to Students Award at the Honors Convocation in 1993.

Joe felt a particular affinity for our part-time students, who often were juggling full-time work, family responsibilities, and additional obligations outside the classroom. He and his wife put their concern for these students into action in 2017 when they established the Joseph and Marlene Chandler Scholarship Fund designated for an organizational leadership student who is attending school part-time while working. The department awarded the first scholarship last spring, and Joe and Marty were able to see their dream become reality when they met the recipient.

In addition to being an excellent teacher and advisor, Joe was a wonderful colleague. He was always ready with a joke, a smile, and engaging conversation. He also was generous with his time, offering valuable advice to department colleagues, and always providing a positive perspective.

After retirement Joe and Marty spent time traveling in their RV and enjoying time with family and friends. Even then, Joe would often stop by the office to say hello and catch up on departmental news. Over the years, he remained close to many of the DGTS faculty attending yearly reunions and the annual golf outing at Houston Woods in southwestern Ohio. He

delighted in his family, and he particularly enjoyed relating the exploits of his seven grandchildren. They survive him along with his wife, Marlene; and his three children, Tracy (spouse Kristen), Darci, and Scott (spouse Marien). We are grateful for the time our lives intersected with his.

TO: Fort Wayne Senate  
FR: Faculty Affairs Committee  
Zafar Nazarov, Chair  
RE: Revision of CPS P & T document  
Date: March 13<sup>th</sup>, 2018

---

DISPOSITION: To the Fort Wayne Senate for inclusion in the next senate meeting

WHEREAS, the College of Professional Studies has elected to adopt SD 14-35 as their college criteria for promotion and tenure, and has revised their promotion and tenure procedures document (attached) so as to be in compliance with SD 14-36; and

WHEREAS, the Faculty Affairs Committee finds that the revised document is in fact in compliance with SD 14-36;

BE IT RESOLVED, the Senate approve the most recently amended CPS document as their current promotion and tenure document.

In Favor:

Zafar Nazarov  
Lesa Vartanian  
Daren Kaiser  
Becky Salmon  
Talia Bugel  
Andres Montenegro

Opposed:

Non-Voting

Marcia Dixon

**Purdue University Fort Wayne**  
**College of Professional Studies**  
**Proposed**  
**Promotion and Tenure Procedures**  
Submitted by Governance Task Force  
3/12/18

**V. Promotion and Tenure**

V. Promotion and Tenure..... 1

    A. Policy and Procedures for Promotion, Tenure and Third Year Review..... 1

    B. Case Process..... 1

    C. The Department Committee ..... 3

    D. The Chief Academic Officer of the Department ..... 4

    E. The College Committee ..... 5

    F. The Chief Academic Officer of the College ..... 6

    G. Campus Promotion and Tenure Committee ..... 6

    H. Third Year Review of Tenure-Track Faculty..... 6

**A. Policy and Procedures for Promotion, Tenure and Third Year Review**

Promotion and Tenure is a time-honored process in higher education designed to encourage the advancement and scholarship of teaching, research/creative endeavor, and service and through the professional development of faculty.

Preparation of the dossier and compilation of evidence to support an application for Tenure and Promotion or Promotion is the sole responsibility of the candidate.

Successful candidates for tenure with promotion to Associate Professor must demonstrate excellence in research or teaching with competence in service, research or teaching.

Candidates for promotion to Professor must demonstrate excellence in research, teaching or service with competence in service, research or teaching.

The College of Professional Studies has adopted the following procedures to guide candidates, departments and the College through the process of Promotion and /or Tenure in compliance with the Indiana University-Purdue University Fort Wayne (IPFW) SD 14-36 *Procedures for Promotion and Tenure and Third Year Review*.

**B. Case Process**

Candidates seeking tenure and/or promotion must identify the Department or School Promotion and Tenure Criteria document that should be used to evaluate the case. The Departmental Promotion and Tenure Criteria used must have been in effect at some point during the six years preceding the submission of the case. The promotion and tenure criteria

for each department or school shall be approved by the voting faculty in the respective department or school and approved by the College of Professional Studies.

Candidate cases for promotion and/or tenure shall be considered at several levels in the following order:

1. Department committee
2. Chief academic officer of the department
3. College committee
4. Chief academic officer of the college
5. Purdue Fort Wayne (PFW) campus committee
6. Chief academic officer of PFW

The chief administrative officer at PFW shall forward recommendations to the President of Purdue University.

The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee.

All cases for promotion and/or tenure shall pass sequentially through the decision levels above.

No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.

1. Each decision level submits a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
2. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefor, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and the written response must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s).
3. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

The following rules shall apply for participation in the review process at any level:

1. Only tenured faculty may serve as voting members of promotion and tenure committees at any level.
2. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.
3. Individuals may serve and vote at the department level and one other level (college or campus).
4. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before college committees.
5. The Faculty Governance Committee of the College shall identify those individuals who are eligible to serve on the campus committee based on tenure status and prior service on a department and/or college P&T committee. Individuals who meet the minimum requirements shall be asked if they would like to have their names placed into consideration for the campus committee. A slate of interested individuals shall be developed and the College of Professional Studies voting faculty shall select two nominees. The nominees selected by the faculty shall be forwarded to the Office of Vice Chancellor for Academic Affairs for consideration.
6. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
7. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
8. Chief academic officers who have written a letter of recommendation as part of the case will recuse themselves from discussion or vote on that candidate's case at a higher level.

### **C. The Department Committee**

Each department/school in the College of Professional Studies follows the guiding principles as established in IPFW Senate Document SD 14-35 Guiding principles of promotion and tenure at IPFW.

1. Establishing the department/school committee:  
The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department or school and approved by the faculty of the college with a majority vote. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.
2. Composition of the department committee:



- i. The majority of the department or school committee shall be persons possessing the same or higher rank to which a candidate aspires; if by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. Persons outside of the department but within the college will be considered for membership on the committee prior to persons outside of the college. If persons outside of the college are selected to serve on the committee, rationale for their participation must be documented by the Chief Academic Officer of the college. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to three.
  - ii. Members of the department committee shall serve three-year staggered terms.
  - iii. Members of the department committee shall elect a chair from among its members.
  - iv. The chief academic officer of the department may not serve on the department committee or participate in meetings.
  - v. Any faculty member subject to the procedures and guiding principles of promotion and tenure at IPFW shall have the opportunity to read and provide feedback on cases in their home department until such time as the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.
3. The Role of the Department Committee:
- i. Review the evidence presented in the case
  - ii. Evaluate the case in light of department criteria
  - iii. Make a recommendation to the chief academic officer of the department in the form of a letter

The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee.

#### **D. The Chief Academic Officer of the Department**

The role of the chief academic officer of the department is to:

1. Review the case and compare to department criteria
2. Review how well the process has adhered to the documented procedures to this point.
3. Review the recommendation of the lower level.
4. Make a recommendation to the College Committee in the form of a letter.

The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

## **E. The College Committee**

### **1. Establishing the college committee:**

The college committee composition and functions shall be established by the college faculty, incorporated into the documents which define the procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

### **2. Composition of the college committee:**

- i. The Faculty Governance Committee will initiate and manage the process for selection of college committee membership.
- ii. Each department/school will submit the name of one eligible faculty to be their representative on the college committee. Each department/school will submit the name of one eligible faculty to be considered for an at-large position on the committee. The voting college faculty will select by vote one at-large member. Total membership in the committee will be five.
- iii. There is no requirement that the majority of the college committee members be at the same or higher rank than the rank to which a candidate aspires.
- iv. Members of the college committee must have prior experience serving at a lower level in the process before serving on the college committee.
- v. Members of the college committee may serve at the department/school level, but not at the campus level in the promotion and tenure process while serving on the college committee.
- vi. Members of the college committee may not serve consecutive terms. Terms shall be for three years and must be staggered.
- vii. Members of the college committee shall elect a chair from among its members.
- viii. The chief academic officer of the college may not serve on the college committee or participate in the meetings.

### **3. Role of the College Committee**

- i. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
- ii. Review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels.
- iii. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
- iv. Make a recommendation to the next level in the form of a letter.

The letter of recommendation from the college committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the

committee including an explanation of agreement or disagreement with the decisions of lower levels.

#### **F. The Chief Academic Officer of the College**

The Role of the Chief Academic Officer of the College is to:

1. Review how well the process has adhered to the documented procedures to this point.
2. Review the recommendations of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels and may include consideration of the evidence in the case as it compares to department criteria if a decision from a lower level is judged to be contrary to the evidence.
3. Make a recommendation to the next level in the form of a letter.

The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.

#### **G. Campus Promotion and Tenure Committee**

The Faculty Governance Committee, in consultation with the Chief Academic Officer of the College, will solicit eligible nominees for consideration by the voting faculty of the college. Faculty will vote for nominees and the two faculty names with the most votes will be sent to the Office of the Vice Chancellor for Academic Affairs for consideration for the Campus Promotion and Tenure Committee.

#### **H. Third Year Review of Tenure-Track Faculty**

It is in the best interest of PFW and College of Professional Studies to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point.

Each department of the College of Professional Studies will develop, approve, and implement its own Third Year Review Process based on guidance in accordance with SD 14-36. The following principles must be followed:

1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur half way through the third year.
3. The third-year review must be evaluated by the department/school promotion and tenure committee, and submit their vote and recommendation to the chief academic officer of the department/school. Their vote and recommendation is also submitted to the tenure track faculty.

4. The chief academic officer of the department/school must comment on the case and the review from the committee.
5. The tenure track faculty member must have opportunities to respond during the reviews.
6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a tenure track faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

Date \_\_\_\_\_ – Approved by the College of Professional Studies

Date \_\_\_\_\_ – Approved by PFW Faculty Senate

MEMORANDUM

TO: Fort Wayne Senate

FROM: Linda Wright-Bower, Chair  
Education Policy Committee

DATE: March 27, 2018

SUBJECT: Military Students Transfer Credit

DISPOSITION: To the Executive Committee for inclusion in the next senate meeting

WHEREAS, Our former policy regarding Military Students Transfer Credit aligned with Purdue and IU policies;

WHEREAS, Transfer Credit is a curricular decision and, therefore, within the charge of PFW faculty; and

WHEREAS, PFW faculty want to recognize the learning that our military students have experienced;

BE IT RESOLVED, That the Fort Wayne Senate endorse the following policy for Military Students Transfer Credit (In black is the current. In red is the additional policy.)

**Military Credit:** Credit is not granted for military training programs. Credit will be granted for military service according to the length of active service. Please submit a copy of your DD-214 (or an LES if still active duty).

<b>Length of Active Service</b>	<b>Credit Granted</b>
0-6 months	No credit awarded
6-12 months	Military Undistributed Credit (4 hours)
12+ months	Military Undistributed Credit (8 hours)

Additional credit may be granted for a Joint Services Transcript per recommendations by the American Council on Education. Credit will be transferred as Undistributed credit in appropriate disciplines. As with any transfer credit, application of military credit towards degree requirements remains at the discretion of the academic department.

In favor

Stacy Betz  
Daren Kaiser  
Gang Wang  
Prasad Bingi  
Jane Leatherman  
Linda Wright-Bower

Against

Abstentions

Non-voting

Marcia Dixson  
Cheryl Hine

Question (March 29, 2018)

A number of classes have had their usual course caps split between PFW and IUFW. PFW students have already begun registering for classes and will continue to do so over the coming weeks and months. IUFW students are not expected to begin enrolling until mid-May and will continue enrolling throughout the summer. It is likely that some courses will have one side fill before the other side has filled. It is also likely that PFW and IUFW students will approach instructors with filled sections about getting into the class. A series of questions:

When instructors are approached by PFW students:

How should instructors respond when they are willing to raise the overall cap (i.e., from 30 to 31)?

How should instructors respond when they are not willing to raise the overall cap, but they know the IUFW side is not filled?

How should instructors respond when they are not willing to raise the overall cap and both sides are filled?

When instructor are approached by IUFW students:

How should instructors respond when they are willing to raise the overall cap (i.e., from 30 to 31)?

How should instructors respond when they are not willing to raise the overall cap, but they know the PFW side is not filled?

How should instructors respond when they are not willing to raise the overall cap and both sides are filled?

Abe Schwab

### **Annual Report of FAR Activities**

As set forth in the "Indiana University-Purdue University Fort Wayne Faculty Athletics Representative Position Description" this is the annual report of the activities of the Faculty Athletic Representative (FAR) for the Academic year 2017-2018.

#### Conferences Attended:

**Faculty Athletics Representative Association (FARA) Annual Conference.** November 3-5, 2017. Atlanta, Georgia. This conference is an annual meeting of all Faculty Athletic Representatives. The meeting includes training, education, and information for FAR's.

**National Collegiate Athletic Association (NCAA) Accelerating Academic Success Program Annual Conference.** July 26-29, 2017. New Orleans, Louisiana. This meeting is for all FAR's as well as Athletic Directors, University Presidents, and other administrators connected to athletics. There is training and education as well as meetings.

#### Athletic Travel:

**Summit League Basketball Championships 2018.** March 2-6. Sioux Falls, South Dakota. This is the annual basketball tournament for our league. As part of the event there are administrative meetings that the FAR attends.

#### Committee Work:

The following are committees that I belong to or advise and attend the regular meetings of:

**Student-Athlete Leadership Team (SALT).** This meeting is held monthly. SALT has student-athlete representatives from each of the athletics teams. In the meeting they coordinate athletic and service events as well as matters of importance to student-athletes. They also discuss and seek advice on academic matters from the FAR.

**Student Athlete Services (S-AS).** This committee holds bi-weekly meetings to coordinate student-athlete issues and includes representatives from the Mastodon Academic Performance Center, The Registrar's Office, Financial Aid, and the Compliance office.

**Compliance Committee.** This committee is intended to meet monthly but has had limited meetings this academic year which I did attend. The committee is composed of representatives from different areas of campus that affect student athletes (registrar, bursar, compliance, athletics, student affairs, financial aid, etc). The group coordinates to make sure there are no compliance issues with student athletes.

**Faculty Senate Mastodon Athletics Advisory Sub-Committee.** I am the chair of this committee. The committee is a sub-committee of the Faculty Senate Student Affairs Sub-Committee and meets monthly. Its purpose can be found in the Senate Bylaws section 5.3.4.3.2.

#### Work with Student Athletes:

There are several situations where I work directly with student-athletes. To protect their anonymity I will use generalities and avoid names.



**Student-Athlete Missed Class Worksheets.** These worksheets are given to student-athletes at the beginning of each semester. The worksheets have the days of class that the student will have to miss for athletic events that are officially sanctioned by the university. I send an email to professors with student athletes in their classes explaining how the worksheets work, encouraging the faculty to work with the student athletes, and inviting faculty to contact me with questions. The student-athletes then work with the faculty member to come to an agreement and the faculty member signs the form. On occasion there is a conflict between a faculty member and a student-athlete regarding what can and cannot be missed as well as how it can be made-up. When these conflicts occur I am asked to intervene and come up with a solution that is acceptable for both parties. In the Spring Semester there were 4 such instances and 3 more in the Fall 2017 semester. In each case I worked with both sides to help mediate the situation and come to a resolution. Overall the majority of faculty work with the student athletes and are willing to help them compete and do well academically.

**Advising.** The student athletes have academic advisors in athletics as well as in their major areas so I do not directly advise them for their majors and coursework. As the FAR they occasionally come to me for advice on interacting with faculty and for career advice.

**Appeals.** If a student-athlete has a conflict with a coach or someone in the athletic department and wishes to appeal a decision that has been made, a committee is formed with members from the Athletics Advisory Sub-committee. There were no appeals this academic year.

#### Work with the Compliance Department:

The compliance department serves to ensure that all NCAA and legal rules are followed by the athletics department and that student-athletes stay within the rules to stay academically eligible. If there are violations the compliance department reports them and works through any consequences. I work with compliance to review and comment on any legislative changes and to monitor athletic department processes and practices. In this capacity I meet regularly with the compliance director Wendy Wilson at the beginning of the academic year and now Rachel Newsted. We review the academic eligibility of student athletes and make sure that there are no violations, or that if there are violations they are properly reported. To my knowledge there have been no violations this semester.

#### Work with the Athletics Department:

I meet regularly (at least 1 time per month) with the Athletic Director, Kelley Hartley Hutton, to consult on academic issues and ensure that there is a faculty voice in athletics decisions. The Athletic Director is very open to input and actively seeks ways to improve communication between athletics and academics.

The Athletics Department also asked me to participate on the **Faculty Senate Athletics Working Group** on their behalf. In this capacity I attended all of the Working Group meetings, prepared reports, and read numerous reports including the final report submitted to the faculty senate.

I also have the opportunity to work with the coaches of the different teams. I have attended the Coaches Meetings and I have met with a many of the coaches. In these meetings we have discussed practice schedules, game schedules, and missed class worksheets. All of the coaches that I have met with actively promote academic excellence on their teams. I also began attending practices for the teams this spring semester. So far I have been to see the baseball team and the men's and women's basketball team.

As part of my duties I am made aware of any concussions. I am notified by the athletic trainers. I help ensure that faculty in the classes of the affected student-athlete are aware of the injury and of the status of the student. There have been several injuries and concussions that affected academic performance over the last academic year. In all cases all proper protocols were followed. The student was not allowed to compete until completely cleared by the proper medical professional.

I also work closely with the Mastodon Academic Performance Center (MAP). I am notified of any academic problems or challenges with student-athletes. We also meet regularly to review student eligibility and discuss future plans for students. As part of the process of monitoring eligibility, each day I (as well as the employees of the MAP) receive a report of the enrollment and status of student-athletes. Individually we review the report and compare it to the team rosters to make sure that all student-athletes remain eligible. As FAR I work to make sure that university academic policies are being followed and that advising policies are in the best academic interests of the students. The employees of the MAP are very open to my comments and actively seek my input for policies and procedures as well as day to day issues.

I also participate in the interview and hiring process for new coaches and athletic academic personnel. There were several replacement hires this academic year. In each case I participated in the interview process and gave feedback on the candidates.

#### Athletics Events:

As the FAR it is recommended that I attend a few athletics events each semester to make sure that the student-athlete experience is a positive one. I have attended numerous athletics events this academic year. Including events for Men's Basketball, Women's Basketball, Men's Volleyball, Women's Volleyball, Women's Softball, and Men's Baseball.

#### Chancellor:

Part of my duties are to meet with the chancellor to discuss the academic progress of student-athletes and give input into issues that affect athletics and academics. I have met with the past and present chancellor multiple times in the last academic year. I currently meet with chancellor Elsenbaumer once per month.

## **Mastodon Athletic Advisory Committee Report on Student-Athlete Academics 2016-2017**

### **2016-2017 Academic Year Student-Athlete GPA**

- 3.24
- 14<sup>th</sup> year 3.0 or better
- 2015-2016 all-time high Academic Year Student-Athlete GPA 3.25

### **Fall 2016 Semester**

- 69% of student-athletes achieved GPA's of 3.0 or better
- 28 student-athletes earned All A's

### **Spring 2017 Semester**

- 73% of student-athletes achieved GPA's of 3.0 or better
- 40 student-athletes earned All A's

### **Graduation Success Rate (GSR):**

- Most recent 81% Fall 2016
- 8<sup>th</sup> Consecutive year of 80% or higher

### **Student-Athletes Included in IPFW's TOP 50**

2016 - 9 Student-Athletes

### **Student-Athletes Included in IPFW's TOP 50**

2017 - 9 Student-Athletes

### **NCAA Academic Progress Rate (APR) Public Recognition Awards May 3, 2017**

- Men's Basketball\*-
- Men's Volleyball\*\*
- Women's Golf\*\*\*

*(A program must post multiyear APRs ranked in the top 10 percent of all Division I teams. Multiyear rates based on scores from 2012-13, 2013-14, 2014-15 and 2015-16 academic years.)*

\*Men's Basketball for the 2<sup>nd</sup> season is the only men's basketball program in the Summit League to receive the honor from the NCAA. Fort Wayne and Valparaiso were the only men's basketball programs in the state of Indiana to receive the Public Recognition Award this year.

\*\*Men's volleyball earned the honor for the first time. The Mastodons are one of only six men's volleyball teams in the nation to earn the award. They are the only Midwestern Intercollegiate Volleyball Association (MIVA) team to earn the accolade this year and only the fifth MIVA squad ever to be honored.

\*\*\*The 'Dons are one of three Summit League women's golf teams to earn the honor this year. This is the fifth straight year, and sixth time overall, that Fort Wayne women's golf has been recognized.

## **NCAA Perfect Single-Year APR (Academic Progress Rate) Scores 9 Teams May 10, 2017**

Perfect APR's were earned by the following 9 teams:

Baseball, Men's Cross Country, Men's Golf, Men's Volleyball, Women's Cross Country, Women's Golf, Women's Soccer, Women's Track & Field and Women's Volleyball

*(A perfect single-year APR score is equal to 1,000, and is based on single year averages of academic success by looking at the academic progress of each student-athlete on scholarship. This year's APR scores include academics from 2012-13, 2013-14, 2014-15 and 2015-2016.)*

### **Student-Athlete Academic Honors**

January 2016

- Summit League Academic Honor Roll 62 student-athletes  
*(3.0 or better during a competition semester and use a year of eligibility)*
- Distinguished Scholars List 32 student-athletes  
*(3.6 or better during a competition semester and use a year of eligibility)*

June 2016

- Summit League Academic Honor Roll 73 student-athletes  
*(3.0 or better during a competition semester and use a year of eligibility)*
- Distinguished Scholars List 35 student-athletes  
*(3.6 or better during a competition semester and use a year of eligibility)*

July 2016

- Summit League Commissioner's List of Academic Excellence 85 student-athletes  
*(3.0 or better during a competition semester and use a year of eligibility and previously completed one academic year at the nominating institution)*

July 2017

- Summit League 2016-2017 Academic Honor Roll 125 student-athletes  
*(3.2 or better during a competition semester and use a year of eligibility)*
- Summit League Commissioner's List of Academic Excellence 48 student-athletes  
*(3.5 or better during a competition semester and use a year of eligibility and previously completed one academic year at the nominating institution)*

*Note changes in GPA requirements from 2016 to the 2017 Academic Honor Roll and Commissioner's List.*

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jeffrey Malanson, Presiding Officer  
Fort Wayne Senate

DATE: March 26, 2018

SUBJ: University Budget Committee Report and Recommendations

---

WHEREAS, The University Budget Committee (UBC) is annually charged by the Chancellor to make recommendations to the administration on budgeting priorities for the next fiscal year; and

WHEREAS, UBC is composed of representatives of each of the major academic units, each of the major administrative areas, the Indiana-Purdue Student Government Association (IPSGA), the Clerical & Service Staff Advisory Committee (CSSAC), the Administrative & Professional Staff Advisory Committee (APSAC), the Fort Wayne Senate, and the Senate's Budgetary Affairs Subcommittee (BAS); and

WHEREAS, The Presiding Officer of the Fort Wayne Senate represents the Senate as an ex officio member of UBC; and

WHEREAS, The members of UBC prepared a Report and Recommendations for Fiscal Year 2019 and endorsed that document by a vote of 14 in favor to 0 opposed; and

WHEREAS, UBC exists as a shared governance process at IPFW; and

WHEREAS, Senate Document SD 16-26 defines shared governance processes "focused on producing a discrete product" such as the UBC Report and Recommendations as being "limited-term [shared governance] processes"; and

WHEREAS, SD 16-26 states that "Whenever faculty participate in a limited-term shared governance process, the results of that process shall be submitted to the Senate for review";

BE IT RESOLVED, That the UBC Report and Recommendations is being submitted to the Senate by the Presiding Officer for review under the terms of SD 16-26.

## University Budget Committee Report and Recommendations for FY 2019 Budget

### Executive Summary

The University Budget Committee (UBC) submits the following Report and Recommendations to the Chancellor and Vice Chancellors regarding Purdue University Fort Wayne's FY 2019 budget. In the Report that follows, UBC recommends:

- That in the event further budget reductions are necessary, they be made in a targeted manner rather than be imposed equally across administrative areas;
- That investments be made to maintain and restore existing university operations;
- That a Strategic Initiative Reserve be created to support strategic investments that will promote enrollment and revenue growth;
- That UBC's charge be expanded to include supporting the administration in (1) communicating relevant budgetary information to the campus, (2) developing budgetary priorities that will inform future decisions on budget reductions and investments, and (3) moving toward a strategically balanced budget model.

### UBC Membership, 2017-18

Member	Representing
Walter Soptelean	Budget and Planning – Chair, non-voting
Josh Bacon	Clerical & Service Staff Advisory Committee
Cassandra Bracht	Administrative & Professional Staff Advisory Committee
Steven Carr	College of Arts and Sciences
Steve George	Financial and Administrative Affairs
Cigdem Gurgur	Senate Budgetary Affairs Subcommittee
Aleshia Hayes	College of Engineering, Technology & Computer Science
James Hoppes	Student Government
Diana Jackson	Advancement
David Reynolds	Student Affairs
Nathan Rupp	Helmke Library
James (Wylie) Sirk	College of Education and Public Policy
Michael Slaubaugh	Richard T. Doermer School of Business
Hamilton Tescarollo	College of Visual and Performing Arts
Jeffrey Malanson	Fort Wayne Faculty Senate – Ex Officio

### Introductory Note

In Fall 2017, the central administration established parameters for the Fiscal Year 2019 (hereinafter, FY 19) budget process, the most important of which was projecting a 3% decline in student credit hour enrollment for the 2018-19 academic year. A 3% decline in credit hour enrollment translates to a 1.4% reduction in the university budget and continues a long-term trend of declining enrollment at IPFW.

Purdue University Fort Wayne faces an unprecedented budgetary situation in FY 19. On top of ongoing enrollment declines, the Realignment of IPFW into PFW and IU Fort Wayne will be

implemented on July 1, 2018, which will mean the loss of students, faculty, and staff, and significant payments for tuition, fees, and services moving between universities. PFW will also move to banded tuition, which will result in the elimination of the online course fee and the transition of the Division of Continuing Studies into the General Fund budget. In addition to these changes to the university budget, the Purdue University system has been engaged in a major overhaul of its financial systems and budget development timeline. It has been a challenge keeping the university community fully informed on all of these changes, and it is critically important that the administration clearly communicate the impacts of these changes over the course of FY 19.

While there are a great many opportunities that accompany Realignment and Purdue Fort Wayne's new relationship with IU Fort Wayne, there is also a great deal of uncertainty. IU Fort Wayne's enrollments will directly impact PFW's revenues, and IU Fort Wayne can opt out of its course, service, and lease agreements with PFW starting in five years, which would have significant negative financial ramifications for PFW. Uncertainty surrounding future state appropriations and enrollments represent further challenges that must remain central to all discussions of short-term budgeting and long-term financial planning.

Since its creation, UBC has been charged with making recommendations to the administration about budgetary priorities for the following fiscal year based on available budgetary information and presentations made by the Chancellor and Vice Chancellors. Given the projected revenue decline for next year, as well as the complexity and volatility of the current situation, UBC asked the Chancellor and Vice Chancellors to answer three questions in this year's presentations to the committee:

1. How did you adjust your FY 19 budget to address the currently projected revenue declines?
2. How would you further adjust your area's budget to address an additional decline of roughly 3% (for a total year-over-year decline of 6%)? (UBC expects a high-level discussion on this point, rather than a dollar-by-dollar analysis.) In discussing potential additional cuts, please help UBC understand your area's core functions, and what of those functions currently require new investments, and what cannot be cut without jeopardizing those functions.
3. If recruitment and enrollment initiatives are successful and there is a small surplus (e.g., enrollment is down, but by less than the currently projected 3%), what are some specific, targeted investments you would want made in your area? How would you prioritize these investments? If there is a larger surplus (e.g., enrollment is up year-over-year), what are some big picture priorities for investment in your area?

While the Chancellor and Vice Chancellors addressed each of these questions in their presentations, the level of detail and areas of emphasis varied greatly across administrative areas. While this makes it harder for UBC to make specific recommendations about how to prioritize proposed cuts or investments across areas, the variety of approaches outlined speaks to the state of the university and its budget after multiple years of significant budget reductions.

In the sections that follow, UBC has divided its recommendations into three areas:

- (1) Recommendations in the event that enrollment declines by more than 3%
- (2) Recommendations in the event that enrollment declines by less than 3% or increases
- (3) Overall Recommendations

### **Recommendations in the event that enrollment declines by more than 3%**

The members of UBC strongly believe that it is neither feasible nor in the university's best interest to continue making across-the-board cuts in the event of further enrollment declines. (This belief would hold true in the face of future budget reductions as a result of declining state appropriations or changes in PFW's relationship with IU Fort Wayne as well.)

While uniform cuts across administrative areas (e.g., everyone reduces their budget by 3%) are often the most expeditious and the least friction-producing, many units on campus have already trimmed their margins to the greatest extent possible. Reductions of this nature—especially when made in the middle of an academic or fiscal year—extend the unfortunate pattern of making cuts of convenience or opportunity rather than making intentional cuts informed by an understanding of the university's mission, values, and priorities.

Moving forward, UBC recommends that further budget reductions (if they are necessary) be targeted to minimize the impact on students and academic programming. Student Affairs in particular seems to be in a position where any further cuts would significantly impair the unit's ability to deliver the services and programming our students need.

The implementation of targeted, intentional cuts will require decision-makers at the university—hopefully as part of a broader, transparent decision-making process—to evaluate potential cuts and service reductions in relation to the university's core academic and student success missions, the requirements of accreditation, and our ability to recruit and retain successful students. These decisions would not be easy, but it is imperative that we engage in strategic decision-making rather than continuing to accept the negative consequences of blanket budget reductions.

### **Recommendations in the event that enrollment declines by less than 3% or increases**

The Chancellor and Vice Chancellors proposed a variety of specific, potential, and conceptual investments that could be considered in the event that PFW's enrollments and revenues grow. All of these proposals have merit.

UBC saw these proposed investments as generally falling into two categories: (1) investments to maintain and restore existing university operations, and (2) strategic investments to promote enrollment and revenue growth. In determining how to best invest new resources, the administration must be attentive to both categories, developing lists of priorities for both and implementing as resources allow.

In the area of investments to maintain and restore existing university operations, Student Affairs proposed multiple relatively low-cost but high-impact investments to restore Career Services and expand other services that are effective for our students but are in need of additional resources. The Vice Chancellor for Financial and Administrative Affairs proposed a 2% raise for university employees, assuming revenue growth is sufficient to support a recurring investment of this



magnitude. This kind of investment would send a positive message to the campus community about administrative priorities and the value the university places on its personnel and would help with campus morale and employee retention. These are two high-impact examples, but UBC is certain that there are other maintenance investments that could be made to improve the operations of the campus.

In the area of strategic investments to promote enrollment and revenue growth, UBC strongly endorses the proposal made by the Vice Chancellor for Financial and Administrative Affairs for the creation of a Strategic Initiative Reserve for the university. *Strategic Financial Analysis for Higher Education*—the industry guide that establishes and explains the Composite Financial Index (CFI) that is utilized to assess the financial health of universities across the country—advocates that universities strive to establish institutional budgets that are “strategically balanced.”<sup>1</sup> This means developing an annual budget with sufficient resources to both cover annual operating expenses and fund strategic initiatives and investments. These strategic initiatives could be one-time investments or require recurring funds, but they should be made with an eye toward advancing the strategic priorities of the university. Some models of a strategically balanced budget utilize the funds set aside for strategic initiatives like seed money, with the expectation that investments will pay for themselves over time and lead to the creation of new programs and services that will generate sufficient recurring revenues to support their ongoing operations. While this model of a strategically balanced budget would not need to be the one implemented at PFW, encouraging units to think about how strategic investments will promote enrollment and revenue growth is important for the long-term financial health of the university. Moving toward a budget model that features a Strategic Initiative Reserve should be an integral part of the development and implementation of PFW’s next strategic plan.<sup>2</sup>

In both categories of investment, decisions on what to invest in and how much to invest should be made using a transparent decision-making process.

### **Overall Recommendations**

The primary general recommendation UBC is making in this year’s report relates to UBC itself. UBC has faculty, staff, and student representation from across campus; has been modified in recent years to better reflect the university’s system of shared governance; and has a membership that invests a significant amount of time each year learning about the operation of the university’s budget. UBC believes that the committee can be of greater service to the university if its charge is expanded to include (1) assisting the administration with communicating relevant budget information to the university community, (2) participating in the development of both annual budgetary priorities (UBC’s traditional charge) and the kinds of institutional priorities

---

<sup>1</sup> See *Strategic Financial Analysis for Higher Education*, sixth edition (2005), pp. 14-15, available at <http://www.prager.com/Public/raihe6.pdf>.

<sup>2</sup> *Strategic Financial Analysis for Higher Education* proposes a variety of approaches to strategic budgeting that the administration should consider implementing at PFW as part of the strategic planning process. Perhaps most relevant given what the University Strategic Alignment Process (USAP) attempted to accomplish and in light of the recommendations made in the Fort Wayne Senate’s [Report on Administrative Staffing and Budgeting](#) is the chapter on “Allocating Resources to Achieve Mission” and the Resource Allocation Map that it proposes. The Resource Allocation Map provides a framework in which potential investments or reallocations can be evaluated based on four factors: mission/strategic plan, financial performance, internal competencies, and market trends. See *Strategic and Financial Analysis for Higher Education* (2005), pp. 24-33.

discussed in the previous sections of this report related to future cuts and investments, and (3) assisting in the development of a strategically balanced budget model.

The best way to ensure transparency and fairness in any decision-making process is to rely on established representative bodies. While final decisions obviously rest with the Chancellor and Vice Chancellors, UBC can be an invaluable resource in helping the administration make decisions regarding future cuts and investments and in communicating those decisions to the campus community.

If the committee's charge is expanded, further thought should be put into the timing of the committee's formation and the terms of membership in order to minimize turnover each year.

UBC approved the Report and Recommendations by a vote of 14-0.

## MEMORANDUM

TO: Fort Wayne Senate

FROM: Cigdem Z. Gurgur, Chair  
Budget Affairs Subcommittee (BAS)

DATE: March 12, 2018

SUBJ: BAS Findings and Recommendations on Consolidated Career Services and Office of Academic Internships, Cooperative Education and Service Learning (OACS)

---

In Fall 2017, the BAS began an inquiry as to the whether a greater impact of university resources could be achieved by re-examining the current structure of maintaining two separate units for Career Services and OACS. Specifically, there was an interest in improving the experience of stakeholders (students and employers) by consolidating the Career Services and OACS units and hence their budgets. This goal was deemed to be germane to our committee given its focus on the effectiveness and impact of the budget.

BAS investigated the matter by taking input from Deb Barrick, Director of OACS; Ashley Calderon, Director of Career Services; Marcia Dixon, Associate Vice-Chancellor for Teaching and Learning; Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management; Eric Norman, Vice Chancellor for Student Affairs and Dean of Students; as well as David Wesse, Vice Chancellor for Financial and Administrative Affairs.

During the final drafting of this memorandum, we were pleased to learn that the Chancellor Elsenbaumer and the upper-administration have expressed support for consolidating the two units. We have included a summary of the current status of this developing situation at the end of the memorandum.

The investigation yielded the following results.

IPFW currently maintains two separate units that both connect students with employers: Career Services and OACS.

- Career Services focuses on preparing students for interviews as well as developing relationships with employers to place students in full-time positions after graduation.
- OACS develops relationships with employers for academic credit internships and administers non-academic credit internships.

BAS identified the following reasons why the current separation of Career Services and OACS may not be serving an optimal use of resources:

- Both units act as channels for the university between students and employers. As such, there are inherent duplicate efforts between the two units in regards to the cultivation and maintaining of relationships with employers.
- Both units facilitate on-campus interviews by employers but only Career Services have a physical space designed for and dedicated to interviewing.
- Resources need to be allocated to communicate to students and employers the distinction between the two units. These resources and hence costs include:
  - Time of the two unit's personnel (speaking to classes regarding each unit's scope of responsibilities, attending campus events, etc.),
  - Updating electronic materials (e.g., separate web pages), and
  - Printed promotional brochures.

In regards to why Career Services and OACS have remained separated:

- The primary rationale initially provided by IPFW administration is that OACS is responsible for academic credit internships and hence are an academic support unit while Career Services is closer to a student support unit.
- However, it is the position of the BAS that the similarities between Career Services and OACS are greater than their differences. This is likely a contributing factor in other universities having a singular unit rather than two departments; e.g. University of Wisconsin-Whitewater's Career & Leadership Development, Purdue University-Northwest's Career Center.

BAS believes that the potential benefits of combining the two units include:

- Personnel within both Career Services and OACS currently need to develop leads with and then maintain relationships with employers. Combining the two units would reduce the amount of duplicate efforts in these endeavors. The saved time and effort could be then redirected at other means of adding value to the students.
- Simplify students' experience by providing them a "one-stop" destination where they can get pre-interview assistance (e.g., resume review, mock interviews) and sign-up for job search engines (i.e., Handshake) for either internships or full-time positions. This would improve students experience by reducing confusion.

- Create a one-point of contact for employers interested in listing both academic credit internships and full-time positions. Resulting benefits would include reducing the likelihood of potential leads falling through the cracks when they try to contact the university and provide employers with a more simplified and streamlined process.
- Having all on-campus interviews performed at the physical space designed for such purposes within current Career Services location in Kettler Hall.

During BAS discussions regarding a possible merger of the two units, the point was raised that there is currently not a large enough physical space to house a combined single-unit. Specifically, there is not enough space within Career Services area in Kettler Hall for the OACS personnel. A potential remedy to this is as follows:

- The Career Services area in Kettler Hall should be used for:
  - All on-campus interviews.
  - The location of personnel who regularly meet with students and/or employers.
- Personnel of Career Services and/or OACS with less frequent face-to-face interactions can have office space in alternative locations (e.g., current OACS space in the Neff Hall).

On February 28, 2018, the BAS received an email from Vice Chancellor Norman that stated the Chancellor Elsenbaumer was supportive of consolidating OACS and Career Services. The current plan is:

- Formation of an Internship Manager that would be the primary clearinghouse and point person for all types of internships.
- Pulling all of the functionalities of Career Services and OACS to see the best alignment of responsibilities. The manager will then funnel students and stakeholders to the respective landing area.
- Ensuring that the companies will not be referred to a web page, so that the level of engagement and customer service is enhanced. This will potentially entail a change in responsibilities and duties.
- Having the consolidation be budget neutral.
- While the consolidated unit is being created, have all “for-credit” internships sent to OACS and all “non-credit” internships sent to Career Services.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Cigdem Z. Gurgur, Chair  
Budgetary Affairs Subcommittee

DATE: March 23, 2018

SUBJ: Annual Report on Athletics Budget

---

WHEREAS, On 17 October 2016, the Fort Wayne Senate amended the Senate Bylaws for the Budgetary Affairs Subcommittee (BAS) to include the charge to “Review and comment on the annual athletics budget”; and

WHEREAS, The Athletics budget has come under increasing scrutiny in recent years as a result of University’s enrollment declines and the resulting loss of revenues; and

BE IT RESOLVED That the Senate accept this report from BAS, which provides a comparative summary of FY 2017 and FY 2018 Athletics budget data.

**Budgetary Affairs Subcommittee Report on Athletics Budget**

All data referenced in this report was provided to the Budgetary Affairs Subcommittee by Walter Soptelean, Director of Budget and Planning.

Foremost collective data is included. More drilled-down data has been available at BAS.

## Revenues

From FY 2017 to FY 2018 there has been an overall decrease in the total revenue of approximately 2.4% (\$199,100). The decrease in revenue is not equally distributed across the different sources.

From the four different sources of revenue, three experienced a decrease and one an increase from FY 2017 to FY 2018 (Table 1). The source of revenue with the greatest percent decrease is the Athletic Scholarships with a total of 12.4% decrease (\$272,300).

The Athletic Operations as an allocation from the General Fund was the only revenue source that increased between the two fiscal years, 10.35%; \$263,030.

**Table 1. Summary of athletics budget revenues from FY 2017 to FY 2018**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Change</b>
Student Athletics Fee Revenue, Designated Fees	\$1,914,351	\$1,825,228	\$(89,123)
General Fund Allocation, Athletic Operations	\$2,541,156	\$2,804,186	\$263,030
General Fund Allocation, Athletic Scholarships	\$2,188,500	\$1,916,200	\$(272,300)
All Other Income	\$1,614,329	\$1,513,622	\$(100,707)

## Expenditures

From FY 2017 budget to FY 2018 budget there is an overall decrease in the total expenditures of Athletics by approximately 1.68% (\$137,650). This decrease is not equally distributed across the department or its activities.

The below analysis and comparison of budget data is from total expenditures for each activity (e.g. Baseball Recruiting Total). Individual budget lines (e.g. Graduate Staff, Employee Benefits, Travel, etc.) were then analyzed to identify the major contributors to the total value changes for the top-5 ranked increasing and decreasing expenditures between FY 2017 and FY 2018.

Twenty budget line expenditure activities increased, accounting for a \$216,357 increase between the two fiscal years (Table 2). Conversely, 27 expenditure activities decreased, accounting for a \$354,007 decrease (Table 3).

Four activities had no change between budget years, all related to recruiting: Men’s Golf, Women’s Golf, Women’s Outdoor Track, and Women’s Soccer Recruiting. Additionally, Men’s and Women’s Tennis were removed as budget expenditures with discontinuation of those sports at the University.

Changes between FY 2017 and FY 2018 for Women’s Basketball, Athletic Department, and Mastodon Academic Performance were driven, in largest part, by increases in both Administrative S & W and Employee Benefits. Alternatively, increases in Men’s Soccer were in part driven by increases in Undergraduate Scholarships. Changes for Coed Indoor Track and Field was driven, in largest part, by decreases in Administrative S & W and Employee Benefits.

While there was a small decrease in Undergraduate Scholarships in Men’s Basketball, it does not explain the amount decrease between the two fiscal years. It appears that Coed Outdoor Track and Field decreases were driven by decreases in Undergraduate Scholarships.

**Table 2. Top-5 rank order list of summary athletics budget expenditures with increased values from FY 2017 to FY 2018.**

<b>Expenditure</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Change</b>	<b>Rank</b>
Women’s Basketball Total	\$754,510	\$823,322	\$68,812	1
Women’s Basketball Team Travel Total	\$163,116	\$201,216	\$38,100	2
Athletic Department Total	\$1,174,231	\$1,197,850	\$23,619	3
Men’s Soccer Total	\$400,478	\$421,484	\$21,006	4
Mastodon Academic Performance Total	\$181,967	\$198,383	\$16,416	5

**Table 3. Top-5 rank order list of summary athletics budget expenditures with decreased values from FY 2017 to FY 2018.**

<b>Expenditure</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Change</b>	<b>Rank</b>
Coed Indoor Track and Field Total	\$134,594	\$44,029	\$(90,565)	1
Softball Team Travel Total	\$138,844	\$99,500	\$(39,344)	2
Women’s Soccer Team Travel Total	\$92,364	\$58,348	\$(34,016)	3
Men’s Basketball Total	\$1,122,323	\$1,098,287	\$(24,036)	4
Coed Outdoor Track and Field Total	\$183,903	\$160,728	\$(23,175)	5



		<b>IPFW</b>	
		<b>Athletic Budget</b>	
		<b>FY 2018</b>	
<b>Revenue</b>			
	Student Athletics Fee Revenue	Designated Fees	(1,825,228)
	General Fund Allocation	Athletic Operations	(2,804,186)
	General Fund Allocation	Athletic Scholarships	(1,916,200)
	Other Income	All Other Income	(1,513,622)
	<b>Total Income from All Sources</b>		<b>(8,059,236)</b>
<b>Expenditures</b>			
	Athletic Department Total		1,197,850
	Athletic Marketing & Promotions Total		153,039
	Athletic Training Total		49,013
	Baseball Recruiting Total		5,730
	Baseball Team Travel Total		135,370
	Cheerleaders Total		27,900
	Coed Indoor Track And Field Total		44,029
	Coed Outdoor Track And Field Total		160,728
	Intercolleg. Women's Basketball Total		823,322
	Intercolleg. Women's Volleyball Total		427,957
	Intercollegiate Baseball Total		404,494
	Intercollegiate Basketball Total		1,098,287
	Intercollegiate Men's Volleyball Total		301,236
	Intercollegiate Soccer Total		421,484
	Intercollegiate Women's Cross Country Total		18,322
	Mastodon Academic Performance Total		198,383
	Men's Basketball Recruiting Total		56,050
	Men's Basketball Team Travel Total		293,572
	Men's Cross Country Recruiting Total		350
	Men's Cross Country Team Travel Total		19,761
	Mens Cross Country Total		62,548
	Men's Golf Recruiting Total		1,000
	Men's Golf Team Travel Total		53,052
	Men's Golf Total		118,733
	Men's Soccer Recruiting Total		6,400
	Men's Soccer Team Travel Total		67,488
	Men's Volleyball Recruiting Total		8,400
	Men's Volleyball Team Travel Total		65,934
	Pep Band Total		60,650
	Softball Recruiting Total		6,590
	Softball Team Travel Total		99,500
	Sports Information And Promotion Total		229,409
	Women's Basketball Recruiting Total		35,000
	Women's Basketball Team Travel Total		201,216
	Women's Cross Country Recruiting Total		1,620
	Women's Cross Country Team Travel Total		19,611
	Women's Golf Operations Total		114,894
	Women's Golf Recruiting Total		3,000
	Women's Golf Team Travel Total		46,936
	Women's Indoor Track Team Travel Total		23,310
	Women's Outdoor Track Recruiting Total		600
	Women's Outdoor Track Team Travel Total		41,646
	Women's Soccer Recruiting Total		11,000
	Women's Soccer Team Travel Total		58,348
	Women's Soccer Total		383,855
	Women's Softball Total		387,179
	Women's Volleyball Recruiting Total		10,000
	Women's Volleyball Team Travel Total		104,440
	<b>Grand Total of all Expenditures</b>		<b>8,059,236</b>
	<b>(Surplus) Deficit</b>		<b>0</b>

	<b>IPFW</b>	
	<b>Athletic Budget</b>	
	<b>FY 2017</b>	
<b>Revenue</b>		
Student Athletics Fee Revenue	Designated Fees	(1,914,351)
General Fund Allocation	Athletic Operations	(2,541,156)
General Fund Allocation	Athletic Scholarships	(2,188,500)
Other Income	All Other Income	(1,614,329)
<b>Total Income from All Sources</b>		<b>(8,258,336)</b>
<b>Expenditures</b>		
Athletic Department Total		1,174,231
Athletic Marketing & Promotions Total		150,390
Athletic Training Total		48,656
Baseball Recruiting Total		5,900
Baseball Team Travel Total		140,550
Cheerleaders Total		27,343
Coed Indoor Track And Field Total		134,594
Coed Outdoor Track And Field Total		183,903
Intercolleg. Women's Basketball Total		754,510
Intercolleg. Women's Volleybl. Total		429,637
Intercollegiate Baseball Total		408,093
Intercollegiate Basketball Total		1,122,323
Intercollegiate Men's Volleyball Total		288,663
Intercollegiate Soccer Total		400,478
Intercollegiate Women's Cross Country Total		16,283
Mastodon Academic Performance Total		181,967
Men's Basketball Recruiting Total		54,400
Men's Basketball Team Travel Total		281,064
Men's Cross Country Recruiting Total		600
Men's Cross Country Team Travel Total		16,614
Mens Cross Country Total		59,408
Men's Golf Recruiting Total		1,000
Men's Golf Team Travel Total		51,106
Men's Golf Total		127,674
Men's Soccer Recruiting Total		7,200
Men's Soccer Team Travel Total		72,764
Men's Tennis		10,000
Men's Volleyball Recruiting Total		13,800
Men's Volleyball Team Travel Total		76,970
Pep Band Total		83,483
Softball Recruiting Total		6,680
Softball Team Travel Total		138,844
Sports Information And Promotion Total		239,381
Women's Basketball Recruiting Total		34,850
Women's Basketball Team Travel Total		163,116
Women's Cross Country Recruiting Total		940
Women's Cross Country Team Travel Total		17,662
Women's Golf Operations Total		127,038
Women's Golf Recruiting Total		3,000
Women's Golf Team Travel Total		47,669
Women's Indoor Track Recruiting Total		660
Women's Indoor Track Team Travel Total		19,652
Women's Outdoor Track Recruiting Total		600
Women's Outdoor Track Team Travel Total		43,066
Women's Soccer Recruiting Total		11,000
Women's Soccer Team Travel Total		92,364
Women's Soccer Total		382,454
Women's Softball Total		394,893
Women's Tennis		20,000
Women's Volleyball Recruiting Total		11,300
Women's Volleyball Team Travel Total		118,112
<b>Grand Total of all Expenditures</b>		<b>8,196,886</b>
<b>(Surplus) Deficit</b>		<b>(61,450)</b>