

FORT WAYNE SENATE AGENDA
MONDAY
APRIL 12, 2010
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of March 15, 2010
3. Acceptance of the agenda – B. Abbott
4. Reports of the Speakers of the Faculties
 - a. Purdue University – R. Barrett
 - b. Indiana University – M. Nusbaumer
5. Report of the Presiding Officer – S. Davis
6. Committee reports requiring action
 - a. Nominations and Elections Committee (Senate Reference No. 09-18) – N. Adilov
 - b. Executive Committee (Senate Document SD 09-3) – B. Abbott
 - c. Executive Committee (Senate Document SD 09-11) – B. Abbott
 - d. Educational Policy Committee (Senate Document SD 09-12) – B. Abbott
 - e. Educational Policy Committee (Senate Document SD 09-13) – B. Abbott
 - f. Educational Policy Committee (Senate Document SD 09-14) – B. Abbott
 - g. Faculty Affairs Committee (Senate Document SD 09-15) – P. Dragnev
7. Question Time (Senate Reference No. 09-19)
8. New business
9. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 09-20) – B. Abbott
 - b. Executive Committee (Senate Reference No. 09-21) – B. Abbott
 - c. Curriculum Review Subcommittee (Senate Reference No. 09-22) – A. Livschiz
 - d. Curriculum Review Subcommittee (Senate Reference No. 09-23) – A. Livschiz
 - e. University Resources Policy Committee (Senate Reference No. 09-24) – R. Barrett
10. The general good and welfare of the University
PowerPoint designed as a tool for Crisis Response Training – Stephanie Flinn & Kate Grote
11. Adjournment*

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

Approving

B. Abbott, Chair
R. Barrett
J. Grant
M. Nusbaumer
K. Pollock

Absent

S. Davis
A. Ushenko

SEE OTHER SIDE FOR ATTACHMENT LISTING

Attachments:

- “Slate for the election of Senate Committees and Subcommittees” (SR No. 09-18)
- “Proposal for Regional Proportional Faculty Representation on Purdue University Senate”
(SD 09-3)
- “Amendment to the Bylaws: Dissolution of Distance Education Subcommittee” (SD 09-11)
- “Proposed Amendments to the IPFW Academic Regulations and Procedures: Proposal to change Academic Regulation 6.4 – Incompletes” (SD 09-12)
- “Proposed Amendments to the IPFW Academic Regulations and Procedures: Proposal to change Academic Regulation 3.8.4 – Change of auditing option” (SD 09-13)
- “Proposed Amendments to the IPFW Academic Regulations and Procedures: Proposal to change Academic Regulation 3.8.2 – Course drops” (SD 09-14)
- “Pre-Disciplinary Letter Policy” (SD 09-15)
- “Question Time – re: Summer II pay schedule” (SR No. 09-19)
- “Senate Membership, 2010-2011” (SR No. 09-20)
- “End-of-the-Year Committee Reports” (SR No. 09-21)
- “Proposal for the “Certificate in Small Business Management” (SR No. 09-22)
- “Proposal for the “Bachelor of Science with a Major in Information Technology (IT)”
(SR No. 09-23)
- “Helmke Library Funding Concerns and Recommendations” (SR No. 09-24)

MEMORANDUM

TO: The Senate

FROM: Nominations and Elections Committee
Nodir Adilov, Chair
Mark Ridgeway
Zelimir Todorovic

DATE: March 31, 2010

SUBJ: Slate for the election of Senate Committees and Subcommittees

Here is the slate for the committees and subcommittees of the Senate for which the Nominations and Elections Committee has responsibility. The elections will be held at the Senate meeting in April. At that time Senators may also nominate from the floor.

Please note these changes to the printed version of Senate Reference No. 09-18:

Additions:

Educational Policy Committee:

Alice Merz, EDUC
Geraldyn Miller, MGMT

Faculty Affairs Committee:

Koichiro Otani, DPEA
Alice Merz, EDUC
Geraldyn Miller, MGMT

Nominations and Elections Committee:

Alice Merz, EDUC

University Resources Policy Committee

Alice Merz, EDUC

NOTE: Questions concerning this document should be addressed to Nodir Adilov at Ext. 16497.

COMMITTEE NOMINEES
April 2010 Senate Election

[] = unit has reached maximum number allowed

SUBCOMMITTEE ON ATHLETICS

Vacancies: 3

Mohammad Alhassan, ENGR
Jens Clegg, ILCS
Dan Coroian, MATH
F. Patrick Garvey, EDUC

Kimberly McDonald, OLS
Daryoush Tahmassebi, CHM
David Young, PSY
Nashwan Younis, PSY

BUDGETARY AFFAIRS SUBCOMMITTEE

Vacancies: 3

Cigdem Gurgur, MGMK
Beverly Hume, ENGL
Mark Jordan, BIOL

Suzanne LaVere, HIST
Donald Linn, CHM
Ali Rassuli, ECON

CALENDAR SUBCOMMITTEE

Vacancies: 2

Nodir Adilov, ECON
Mohammad Alhassan, ENGR
Nancy Bangel, EDUC
Hui Di, ACFN
M. Gail Hickey, EDUC

Gokhan Karaatli, MGMK
David Lindquist, EDUC
James Moore, SBMS
John O'Connell, THTR

CAMPUS APPEALS BOARD

Vacancies: 1

Margit Codispoti, LIB
Hui Di, ACFN
Robert Gillespie, BIOL

Cigdem Gurgur, MGMK
Gokhan Karaatli, MGMK

CONTINUING EDUCATION ADVISORY
SUBCOMMITTEE

Vacancies: 1

Jens Clegg, ILCS
Cigdem Gurgur, MGMK
Debrah Huffman, ENGL

DEVELOPMENTAL STUDIES

SUBCOMMITTEE

Vacancies: 1

Stevens Amidon, ENGL

Jun Ma, MGMK

DISTANCE EDUCATION

SUBCOMMITTEE

Vacancies: 1

Karen Leonard Moustafa, MGMT

Amy Nitza, EDUC

Gary Steffen, CEIT

EDUCATIONAL POLICY COMMITTEE

Vacancies: 2

Suining Ding, MCET

David Liu, CS

Ann Livschiz, HIST

Alice Merz, EDUC

Geralyn Miller, MGMK

Duston Moore, PHIL

Audrey Ushenko, FINA

EXECUTIVE COMMITTEE

Vacancies: 2 [no SBMS or VPA seats available]

Marcia Dixson, COM

David Liu, CS

FACULTY AFFAIRS COMMITTEE

Vacancies: 2

Curtis Crisler, ENGL

Jonathan Dalby, CSD

Peter Dragnev, MATH

Alice Merz, EDUC

Geralyn Miller, MGMK

Donald Mueller, ENGR

Peter Ng, CS

Koichiro Otani, DPEA

GENERAL EDUCATION SUBCOMMITTEE

Vacancies: 2

Stevens Amidon, ENGL

Melanie Bookout, MUS

Laurie Corbin, ILCS

Debrah Huffman, ENGL

Beverly Hume, ENGL

Cheu-jei Lee, EDUC

Ann Livschiz, HIST

Mark Masters, PHYS

Janet Papiernik, ACFN

Carlos Pomalaza-Raez, ENGR

Matthew Walsh, MATH

GRADE APPEALS SUBCOMMITTEE

Vacancies: 2 [no A&S or ETCS seats available]

F. Patrick Garvey, EDUC
Cigdem Gurgur, MGMK
Il-Hee Kim, EDUC
Jun Ma, MGMK

Amy Nitza, EDUC
John O'Connell, THTR
Janet Papiernik, ACFN
Ali Rassuli, ECON

HONORS PROGRAM COUNCIL

Vacancies: 3 [no SBMS or VPA seats available]

Nancy Bangel, EDUC
Chao Chen, ENGR
Timothy Grove, PHYS

M. Gail Hickey, EDUC
Beverly Hume, EDUC
Beth Kaskel, NURS

INDIANA UNIVERSITY COMMITTEE ON
INSTITUTIONAL AFFAIRS

Vacancies: 3

Ana Benito, ILCS

INTERNATIONAL SERVICES ADVISORY
SUBCOMMITTEE

Vacancies: 2

Mohammad Alhassan, ENGR
Chao Chen, ENGR
Sheena Choi, EDUC
Cigdem Gurgur, MGMK
Mark Jordan, BIOL
Gokhan Karaatli, MGMK
Ahmad Karim, MGMK
Beomjin Kim, CS

Il-Hee Kim, EDUC
Myeong Hwan Kim, ECON
Donald Linn, CHM
Jun Ma, MGMK
Amy Nitza, EDUC
Harold Odden, ANTH
Daryoush Tahmassebi, CHM

LIBRARY SUBCOMMITTEE

Vacancies: 3

Nancy Bangel, EDUC
Stella Batagiannis, EDUC
Chao Chen, ENGR
Mary Cooper, DAE
Hui Di, ACFN
Barry Dupen, MCET
Steven Hanke, ACFN
Beverly Hume, ENGL

Mark Jordan, BIOL
Gokhan Karaatli, MGMK
Ahmad Karim, MGMK
Beth Kaskel, NURS
Jun Ma, MGMK
Geraldyn Miller, MGMK
Kathleen Murphy, EDUC

NOMINATIONS AND ELECTIONS
COMMITTEE

Vacancies: 3

Suining Ding, MCET
Alice Merz, EDUC

STUDENT AFFAIRS COMMITTEE

Vacancies: 2

Ana Benito, ILCS
Jeffrey Casazza, THTR
Suzanne LaVere, HIST

UNIVERSITY RESOURCES POLICY
COMMITTEE

Vacancies: 5

Peter Dragnev, MATH
David Liu, CS
Ann Livschiz, HIST

Alice Merz, EDUC
Suzanne LaVere, HIST

TO: Fort Wayne Senate

FROM: Executive Committee
Bruce Abbott, Chair

DATE: 16 March 2010

SUBJ: Amendment to the Bylaws: Dissolution of Distance Education Subcommittee

DISPOSITION: To the presiding officer for implementation

WHEREAS, the Distance Education Subcommittee has not had business to conduct for several years; and

WHEREAS, the Distance Education Coordinating Committee (DECCO), a committee under the office of the Vice Chancellor for Academic Affairs, has oversight responsibility over Distance Education; and

WHEREAS, the Vice Chancellor for Academic Affairs has agreed to give the Educational Policy Committee the power to appoint four members of the voting faculty to DECCO (as specified in the memo) and has revised the DECCO document to reflect this change; and

WHEREAS, the Distance Education Subcommittee voted unanimously to disband as part of the Educational Policy Committee and of the Senate;

BE IT RESOLVED, that Section 5.3.3 of the Bylaws be amended as follows:

Educational Policy Committee

5.3.3 This Committee shall establish ~~eleven~~ **ten** subcommittees: a Calendar Subcommittee, a Developmental Studies Advisory Subcommittee, a Continuing Education Advisory Subcommittee, a ~~Distance Education Subcommittee~~, a Grade Appeals Subcommittee, an Honors Program Council, an International Services Advisory Subcommittee, a Curriculum Review Subcommittee, a Graduate Subcommittee, a Campus Appeals Board, and a General Education Subcommittee.

~~5.3.3.4 *The Distance Education Subcommittee*~~

~~5.3.3.4.1 Membership.— This subcommittee shall be composed of seven Voting Faculty elected by the Senate to staggered three year terms in such manner that at least four of the major academic units shall be represented, the chief academic officer or a designee, and the following ex officio, nonvoting members: the admissions officer or a designee, the chief administrator of student counseling or a designee, the chief administrator of continuing education or a designee, and the chief administrator of the learning resource center or a designee. The subcommittee shall elect a chair annually from among its elected members.~~

~~5.3.3.4.2 Charge. Reporting through the Educational Policy Committee, this subcommittee shall advise the Senate concerning policies, procedures, and opportunities related to the offering of credit courses (1) by technological means or (2) in high schools.~~

The Grade Appeals Subcommittee, Honors Program Council, International Services Advisory Subcommittee, Curriculum Review Subcommittee, Graduate Subcommittee, Campus Appeals Board, and the General Education Subcommittee will be renumbered in the Bylaws.

For Distance Education Subcommittee:

Approving: K. Bordens (chair), J. Dahl, I. Hack, A. Karim, J. Leatherman, D. Moore, S. Skekloff, A. Ushenko

Nonvoting: J. Fitzgerald, Rhonda Meriwether, Maria Norman

For EPC:

Approving: B. Abbott (chair), J. Garrison, L. Hite, J. Jackson, R. Jensen, W. McKinney, J. Toole

Nonvoting: P. McLaughlin

For Executive Committee:

Approving: B. Abbott (chair), R. Barrett, S. Davis, M. Nusbaumer, A. Ushenko

Absent: J. Grant, K. Pollock

Note: Questions concerning this document should be referred to B. Abbott at Ext. 16399.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bruce Abbott, Chair
Educational Policy Committee

DATE: 25 March 2010

SUBJ: Proposed Amendments to the IPFW Academic Regulations and Procedures:
Proposal to change Academic Regulation 6.4 – Incompletes

DISPOSITION: To the Presiding Officer for Implementation

WHEREAS, Academic Regulation 6.4 currently fails to define the grade of I (Incomplete) and the circumstances under which such a grade is to be awarded; and

WHEREAS, having such a definition would make it easier for instructors to defend their decision to grant or not grant a student's request for a grade of incomplete;

BE IT RESOLVED, that Academic Regulation 6.4 – Incompletes be amended as follows:

6.4 Incompletes. A grade of I is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have at least 75% of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date

The time limit allowed for completion of the course, such time limit **shall** not to exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.

Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.

The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed. Indiana University students who receive this grade will have a grade of F recorded on official transcripts.

If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.

Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.

For Educational Policy Committee:

Approving: B. Abbott (chair), L. Hite, J. Jackson, R. Jensen, W. McKinney, J. Toole

Absent: J. Garrison

Nonvoting: P. McLaughlin

Note: Questions concerning this document should be referred to B. Abbott at Ext. 16399.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bruce Abbott, Chair
Educational Policy Committee

DATE: 25 March 2010

SUBJ: Proposed Amendments to the IPFW Academic Regulations and Procedures:
Proposal to change Academic Regulation 3.8.4 – Change of auditing option

DISPOSITION: To the Presiding Officer for Implementation

WHEREAS, course instructors have a legitimate interest in knowing when a student changes status from credit to audit or from audit to credit;

BE IT RESOLVED, that Academic Regulation 3.8.4 – Change of auditing option be amended as follows:

3.8.4 Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit may occur only during the first four weeks; a change from credit to audit may occur only during the first nine weeks. Changes of auditing status require the signature of the **course instructor and** academic advisor next to the appropriate notation on the schedule-revision form.

For Educational Policy Committee:

Approving: B. Abbott (chair), L. Hite, J. Jackson, R. Jensen, W. McKinney, J. Toole

Absent: J. Garrison

Nonvoting: P. McLaughlin

Note: Questions concerning this document should be referred to B. Abbott at Ext. 16399.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bruce Abbott, Chair
Educational Policy Committee

DATE: 25 March 2010

SUBJ: Proposed Amendments to the IPFW Academic Regulations and Procedures:
Proposal to change Academic Regulation 3.8.2 – Course drops

DISPOSITION: To the Presiding Officer for Implementation

WHEREAS, the current practice of allowing students to withdraw from class up through the fourth week of classes, without recording the course on the student record, is inconsistent with common practice at other universities, which typically allow such withdrawals only within the first few meetings of the course; and

WHEREAS, the current regulation encourages the practice of registering for extra courses with the intention of later withdrawing from those that prove to be problematic for the student; and

WHEREAS, the current regulation imposes an extra burden on Financial Aid to identify courses withdrawn from and not recorded on the transcript as courses attempted;

BE IT RESOLVED, that the Proposal to Change Academic Regulation 3.8.2 – Course Drops be amended as follows:

3.8.2 Course drops (cancellations of registration). A student may drop a course, subject to the time limits below and the restrictions described in this section and in section 3.9 by presenting a request at the Registrar's Office, or the student's department, **or through self-service in the on-line registration system.**

Weeks	Restrictions
First week of classes (or equivalent, based on course length. See chart below.)	College/School/division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.
Up through the 4th week of classes	School/division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.
5 2 through 9	College/School/Division policy determines whether an academic advisor's approval is required. Course is recorded with grade of W on the student record.
10 through 16	Courses cannot normally be dropped during this period. If a drop is approved, the course is recorded with a grade of W on the student record.

The following table displays the point in time a withdraw grade will be recorded on the permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdraw Grade	Withdraw Grade Recorded
9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1 or Less	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below:

3.8.2.1 Alleged academic dishonesty. Students will not be permitted to drop a class in which there is an allegation of academic dishonesty.

3.8.2.2 Late-term drops related to academic performance. After the ninth week (**or equivalent**), students will not be permitted to drop a class due to poor academic performance in the class.

3.8.2.3 Late-term drops unrelated to academic performance. After the ninth week (**or equivalent**), and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.

3.8.2.4. Post-term drops. After the end of the sixteenth week, a course may be dropped only by following the procedure for a change of grade (see Section 6.6).

For Educational Policy Committee:

Approving: B. Abbott (chair), L. Hite, J. Jackson, R. Jensen, W. McKinney, J. Toole

Absent: J. Garrison

Nonvoting: P. McLaughlin

Note: Questions concerning this document should be referred to B. Abbott at Ext. 16399.

Question Time

Could the administration reconsider the pay schedule for faculty teaching Summer II courses? The current pay schedule does not pay faculty any significant amount until the end of July even though the Summer II session begins at the end of June (last year there was no pay until the end of July). In effect, faculty teach 80% of their Summer II courses before they are paid, plus serve numerous other faculty roles such as advising for SOAR. This can be a particular hardship for faculties' families since the previous pay period is in May. While it is understood that pay schedules are connected to ONE Purdue, new technology programs should not be more restrictive than flexible.

Michael Wolf
Department of Political Science

TO: The Faculty
FROM: Jacqueline Petersen
Secretary of the Faculty
DATE: 12 April 2010
SUBJ: Senate Membership, 2010-2011

Officers

Presiding Officer: Michael Nusbaumer
Parliamentarian: Andrew Downs
Sergeant-at-Arms: Gary Steffen

Senators

Ex-Officio Members

Walter Branson
France Córdova
George McClellan
William McKinney
Michael McRobbie
Michael Wartell

Speakers

Robert Barrett, Speaker of the Purdue University Faculty, 2009-11
Stanley Davis, Speaker of the Indiana University Faculty, 2010-12

Departmental and School Members

Bruce Abbott, PSY, 2010-13
Anne Argast, GEOS, 2008-11
Stella Batagiannis, EDUC, 2009-11
Ana Benito, ILCS, 2009-12
Christopher Bradley, SOC, 2010-13
Jeffrey Casazza, THTR, 2010-13
Curtis Crisler, ENGL, 2009-12
Jonathan Dalby, CSD/ANTH, 2008-11
Yihao Deng, MATH, 2009-11
Shree Dhawale, BIOL, 2008-11
Suining Ding, MCET, 2010-13
Marcia Dixson, COM, 2010-12
Peter Dragnev, MATH, 2010-13
Carl Drummond, A&S Dean

Elaine Foley, DAE, 2008-11
Judith Garrison, LIB, 2009-12
Robert Gregory, CHM, 2009-12
Linda Hite, OLS, 2009-12
Debrah Huffman, ENGL, 2010-13
Rebecca Jensen, NURS, 2009-12
Myeong Hwan Kim, ECON, 2010-13
David Liu, CS, 2008-11
Hongli Luo, CEIT, 2009-12
Alice Merz, EDUC, 2010-13
Daniel Miller, PSY, 2009-12
Geraldyn Miller, MGMT/MKT, 2010-13
Duston Moore, PHIL, 2008-11
George Mourad, BIOL, 2009-12
Robert Murray, VCD, 2010-13
Chad Nicholson, MUS, 2009-12
John Niser, CFS, 2010-13
Koichiro Otani, DPEA, 2010-13
Kathy Pollock, ACFN, 2008-11
David Redett, MATH, 2008-11
Lewis Roberts, ENGL, 2010-13
James Toole, POLS, 2009-12
Audrey Ushenko, FINA, 2009-12
Gerard Voland, ETCS Dean
Gang Wang, PHYS, 2009-12
Guoping Wang, ENGR, 2008-11
Richard Weiner, HIST, 2009-12
1 School of Education vacancy (to be filled in the fall)

At-Large

Arts and Sciences

Suzanne LaVere, 2010-13
Ann Livschiz, 2009-12
Michael Wolf, 2008-11

Business & Management Sciences

Zelimir Todorovic, 2009-12

Engineering, Technology, and Computer Science

Suleiman Ashur, 2008-11
Donald Mueller, 2008-11
Peter Ng, 2009-12

Health and Human Services

Sarah Beckman, 2008-11

MEMORANDUM

TO: The Faculty

FROM: Bruce Abbott, Chair
Senate Executive Committee

DATE: 31 March 2010

SUBJ: End-of-the-Year Committee Reports

Attached are brief reports from Senate committees and subcommittees of their activities and actions for the past year.

Chairs:

Academic Computing and Information Technology Advisory Subcommittee (D. Miller)
Subcommittee on Athletics (D. Coroian)
Budgetary Affairs Subcommittee (B. Fife)
Calendar Subcommittee (R. Weiner)
Continuing Education Advisory Subcommittee (I. Hack)
Curriculum Review Subcommittee (C. Sorge)
Developmental Studies Subcommittee (Z. Todorovic)
Distance Education Subcommittee (K. Bordens)
Educational Policy Committee (B. Abbott)
Faculty Affairs Committee (P. Dragnev)
General Education Subcommittee (M. Masters)
Graduate Subcommittee (J. Garrison)
Honors Program Council (D. Moore)
Indiana University Committee on Institutional Affairs (M. Nusbaumer)
International Services Advisory Subcommittee (S. Skekloff)
Library Subcommittee (A. Coffman)
Nominations and Elections Committee (N. Adilov)
Professional Development Subcommittee (M. Codispoti)
Purdue University Committee on Institutional Affairs (R. Barrett)
Student Affairs Committee (K. Pollock)
University Resources Policy Committee (R. Barrett)
NCAA Faculty Representative (E. Blumenthal)

TO: The Senate

FROM: Daniel Miller, Chair
Academic Computing and Information Technology Advisory Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

We discussed various projects, current and future, of IT Services, including the roll-out of Windows 7, classroom technology upgrades, and e-mail clients upgrades.

Membership:

Tiffin Adkins, 2007-10

Prasad Bingi, 2009-12

Samantha Birk (ex officio, voting)

Jens Clegg, 2008-11

John Fitzgerald (ex officio, nonvoting)

Robert Gregory, 2007-10

Rebecca Jensen, 2009-12

Robert Kostrubanic (ex officio, nonvoting)

David Liu, 2009-12

Alice Merz, 2008-11

Daniel Miller, 2007-10, Chair

Koichiro Otani, 2008-11

Carlos Pomalaza-Raez, 2009-12

Cheryl Truesdell (ex officio, voting)

Distance Ed representative (ex officio, voting)

TO: The Senate

FROM: Dan Coroian, Chair
Subcommittee on Athletics

DATE: March 23, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Brief report of activities:

- discussed the report of the NACDA Consulting Benchmarking review of IPFW Athletics, and its effect on IPFW's athletic strategic plan. Also the IPFW NCAA Compliance Review (done by the Summit League).
- discussed draft for updating the Athletic Department mission statement and vision, so that they better reflect IPFW's mission statement.
- discussed the strategic plans for Wellness and Intramurals, Summit League updates, and scheduling changes.
- received regular updates on the academic situation of IPFW student athletes and on compliance issues.
- handled two eligibility appeals by IPFW student athletes.
- preparing to start the work on the Academic Support Services Evaluation requested by the Summit League.

Membership:

James Bell (ex officio, nonvoting)
Elliott Blumenthal, 2008-2013 (Faculty Rep.)
Dan Coroian, 2007-10, Chair
Mark DeLancey, 2009-12
Jeannie DiClementi (Asst. Faculty Rep)
Suining Ding, 2009-12
Patricia Farrell (Alumna)
Kelley Hartley (ex officio)

Peter Iadicola, 2007-10
Donald Linn, 2009-12
Ashley McArdle, 2009-10
James Moore, 2009-12
Robert Vandell, 2007-10
Robert Visalli, 2009-12
Lauren Wilson (Comp. Coord, nonvoting)

TO: The Senate

FROM: Brian Fife, Chair
Budgetary Affairs Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Passed a resolution on the decision-making process regarding salaries and benefits at IPFW and submitted it to the members of URPC for their consideration.

Membership:

Susan Ahrens, 2009-12
Margit Codispoti, 2009-12
Suining Ding, 2009-12
Brian Fife, 2008-11, Chair

Ahmad Karim, 2007-10
Yanfei Liu, 2007-10
Peter Ng, 2009-12
Ali Rassuli, 2007-10

TO: The Senate

FROM: Richard Weiner, Chair
Calendar Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Approved Academic Calendar 2012-2013.

Membership:

Stella Batagiannis, 2009-11

Prasad Bingi, 2009-11

Chao Chen, 2008-10

Corrie Fox, 2008-10

Patrick McLaughlin (ex officio, nonvoting)

Jody Ross, 2009-11

Susan Skekloff, 2009-11

Diana Weber, 2008-10

Richard Weiner, 2008-10, Chair

TO: The Senate

FROM: Iskandar Hack, Chair
Continuing Education Subcommittee

DATE: March 22, 2010

SUBJ: End-of-the-Year Report, 2009-2010

The Continuing Education Subcommittee has no report for his year.

Membership:

Denise Buhr, 2009-12
Deborah Conklin (ex officio)
Iskandar Hack, 2008-11, Chair
Sally Hartman, 2009-12

Nancy Jackson, 2008-11
Peter Ng, 2009-12
Kathy Squadrito, 2007-10

TO: The Senate

FROM: Cheryl Sorge, Chair
Curriculum Review Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

- 1) Proposed Certificate in Small Business Management
- 2) Proposed Bachelor of Science with a Major in Information Technology (IT)

Membership:

Ronald Duchovic, 2008-11
Maria Elias, 2009-12
Gail Hickey, 2007-10
Carol Lawton, 2009-12
Ann Livschiz, 2007-10
Dina Mansour-Cole, 2007-10

Barbara Resch, 2009-12
Susan Skekloff, 2008-11
Cheryl Sorge, 2007-10, Chair
Nichaya Suntornpithug, 2009-12
Douglas Townsend (ex officio)
Tim Wilson, 2009-10 (student)

TO: The Senate

FROM: Zelimir Todorovic, Chair
Developmental Studies Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Discussed CI program retention.

Membership:

*Karol Dehr, 2009-12
James Haw, 2009-12
Barbara Kirkwood (ex officio)
David Liu, 2008-11

Sue Mau, 2009-12
Zelimir Todorovic, 2009-12, Chair
Dianna Zook*, 2008-11

TO: The Senate

FROM: Kenneth Bordens, Chair
Distance Education Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Nothing to report.

Membership:

Kenneth Bordens, 2008-11, Chair
Jack Dahl (ex officio)
John Fitzgerald (ex officio, nonvoting)
Iskandar Hack, 2008-11
Ahmad Karim, 2008-11
Jane Leatherman, 2008-11

Rhonda Meriwether (ex officio, nonvoting)
Duston Moore, 2008-11
Maria Norman (ex officio, nonvoting)
Susan Skekloff, 2007-10
Audrey Ushenko, 2009-12
Eric Vitz (ex officio, nonvoting)

TO: The Senate

FROM: Bruce Abbott, Chair
Educational Policy Committee

DATE: March 26, 2010

SUBJ: End-of-the-Year Report, 2009-2010

- Proposal to dissolve the Distance Education Subcommittee of EPC and substitute the right to appoint four voting faculty to the VCAA's Distance Education Coordinating Committee (DECCO).
- Proposal to amend Academic Regulations and Procedures: Approval of Faculty-Initiated Withdrawal Policy
- Reminder of Academic Regulation 5.1 – Penultimate Week and 5.2 – Final Week, which was distributed to faculty via email by the VCAA's office.
- Review and approval of Academic Calendar for 2013-2013
- Heard and approved request from Student Affairs – IPSGA to encourage instructors to include in their syllabi the amount of time students must wait before leaving the classroom, when the instructor fails to show.
- Proposal to amend Academic Regulation 1.3 – Student Classification
- Proposal to amend Academic Regulation 3.8.2 – Course Drops
- Proposal to amend Academic Regulation 3.8.4 – Change of Auditing Option
- Proposal to amend Academic Regulation 6.4 – Incompletes

Membership:

Bruce Abbott, 2007-10, Chair
Judith Garrison, 2009-12
Linda Hite, 2009-12
Jay Jackson, 2007-10

Rebecca Jensen, 2009-12
William McKinney (ex officio)
Patrick McLaughlin (ex officio, nonvoting)
James Toole, 2009-12

TO: The Senate

FROM: Peter Dragnev, Chair
Faculty Affairs Committee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Submitted proposal to amend Pre-Disciplinary Letter Policy (SD 07-09).

Membership:

Sarah Beckman, 2009-11
Peter Dragnev, 2008-10, Chair
Judith Garrison, 2009-12
Peter Iadicola, 2009-10

William McKinney (ex officio)
Audrey Ushenko, 2009-12
Gang Wang, 2009-12

TO: The Senate

FROM: Mark Masters, Chair
General Education Subcommittee

DATE: March 30, 2010

SUBJ: End-of-the-Year Report, 2009-2010

The General Education Subcommittee (GES) has completed the following during the 2009-2010 Academic Year.

- Ran three workshops about General Education Recertification process.
- Revised the rubrics to assist in the approval of courses into the General Education Program and to be of increased assistance to those proposing courses.
- Revised the general education course proposal form to better reflect committee expectations
- Considered seventeen course proposals for inclusion in the General Education Program.
- Still pending are a proposal for modification of the assessment plan to include general education and at least six course proposals.

Membership:

Margit Codispoti, 2009-12
Peter Iadicola, 2009-12
Brenda Lundy, 2008-11
Mark Masters, 2007-10, Chair

Duston Moore, 2008-11
Carlos Pomalaza-Raez, 2007-10
Douglas Townsend (ex officio)
Linda Wright-Bower, 2009-12

TO: The Senate

FROM: Judith Garrison, Chair
Graduate Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

No report received.

Membership:

Susan Ahrens, 2009-12
Steven Carr, 2008-11 (PU Liaison)
Brian Fife, 2008-11
Judith Garrison, 2007-10, Chair
Bernadette Gleeson, 2009-10 (student)
Gail Hickey, 2008-11

Linda Hite, 2007-10
Samm Johnson, 2009-10 (student)
Ann Livschiz, 2008-11 (IU Liaison)
Sue Mau, 2009-12
James Moore, 2009-12
Douglas Townsend (ex officio)

TO: The Senate

FROM: Duston Moore, Chair
Honors Program Council

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

No report received.

Membership:

Hosni Abu-Mulaweh, 2008-10
Nodir Adilov, 2009-11
Dacia Charlesworth, 2009-11*
Shree Dhawale (ex officio)
Nicole Fuelling, 2009-10 (student)
Gail Hickey, 2008-10

Duston Moore, 2008-10, Chair
Beth Simon, 2008-10*
Douglas Townsend (ex officio)
Hoang Tran, 2009-10 (student)
Linda Wright-Bower, 2009-11

TO: The Senate

FROM: Michael Nusbaumer, Chair
Indiana University Committee on Institutional Affairs

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Nothing to report.

Membership:

James Burg, 2007-10
Michael Nusbaumer, 2008-10, Chair
Jason Summers, 2009-12

Zelimir Todorovic, 2009-12
1 IU senator vacancy

TO: The Senate

FROM: Susan Skekloff, Chair
International Services Advisory Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

No report received.

Membership:

Nodir Adilov, 2009-12
Peter Dragnev, 2008-11
Jane Ehle (ex officio)
(director - ex officio)

Hossein Oloomi, 2007-10
Susan Skekloff, 2007-10, Chair
Nancy Virtue, 2009-12

TO: The Senate

FROM: Adam Coffman, Chair
Library Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

The Senate Library Subcommittee took the following actions during 2009-10:

1. The Subcommittee produced a 5-page report, *Helmke Library Funding Concerns and Recommendations*. This was submitted to the URPC, which considered the report at its March 22 meeting. There is a longer version of the report, with supplementary data prepared by Dean C. Truesdell, which is available on request.
2. The agenda for an April 2010 meeting includes consideration of the next round of Special Needs applications, which are now considered on an annual basis.
3. Subcommittee members participated in discussions by a visiting library space planning consultant, in preparation for the construction project, now underway, and the establishment of a student learning commons area in the library.

Membership:

Jeff Abbott, 2008-11
Prasad Bingi, 2009-12
Adam Coffman, 2009-12, Chair
Gail Hickey, 2009-12
Suzanne LaVere, 2009-12

Kathleen Murphey, 2007-10
Hossein Oloomi, 2007-10
Cheryl Truesdell (ex officio)
Gang Wang, 2007-10

TO: The Senate

FROM: Nodir Adilov, Chair
Nominations and Elections Committee

DATE: March 20, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Conducted the elections for the following:

- a) Strategic Planning and Review Council representatives
- b) Indiana University Speaker
- c) Presiding Officer of the Senate
- d) IPFW representative to the Purdue-West Lafayette Senate

Membership:

Nodir Adilov, 2007-10, Chair
Mark Ridgeway, 2009-10

Zelimir Todorovic, 2009-12
1 Senator vacancy

TO: The Senate

FROM: Margit Codispoti, Chair
Professional Development Subcommittee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

No report received.

Membership:

Hosni Abu-Mulaweh, 2008-10
Jihad Albayyari (ex officio, nonvoting)
Sarah Beckman, 2009-11
Margit Codispoti, 2008-10, Chair

Laurie Corbin, 2008-10
Andrew Downs, 2009-11
Linda Hite, 2009-11
Peter Ng, 2009-11

TO: The Senate

FROM: Robert Barrett, Chair
Purdue University Committee on Institutional Affairs

DATE: March 16, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Nothing to report.

Membership:

Suleiman Ashur, 2008-11
Robert Barrett, 2009-11, Chair
Jonathan Dalby, 2009-11

David Liu, 2008-11
Gang Wang, 2009-12

TO: The Senate

FROM: Kathy Pollock, Chair
Student Affairs Committee

DATE: March 31, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Proposed revisions to the Code of Student Rights, Responsibilities, Conduct and submitted to IPFW Senate.

Membership:

Suleiman Ashur, 2008-11
Lindsay Dixon, 2009-10 (student)
Judith Garrison, 2009-12
Jay Jackson, 2007-10

George McClellan (ex officio)
Kathy Pollock, 2008-11, Chair
Mark Ridgeway, 2009-10
Jason Summers, 2009-12

TO: The Senate

FROM: Robert Barrett, Chair
University Resources Policy Committee

DATE: March 12, 2010

SUBJ: End-of-the-Year Report, 2009-2010

Two issues were considered for the year:

1. Safety issues after the laboratory accident that happened at the beginning of the academic year. This included the Safety/Certification for the campus. Stephanie Flinn (Environmental Health & Safety Manager, Radiological and Environment Manager for IPFW) is leading our expanded program. In April of 2010, a major piece of the required training will take place for every Department Chair on campus. URPC will continue to be updated from the VCAA and VCFA.
2. Library Subcommittee brought a budget issue submitted to them by Dean Truesdell. URPC sent this request and report to the Budgetary Affairs Subcommittee for further consideration. URPC did send the report to the Senate "For Information Only" inclusion at the April 12, 2010 meeting.

Membership:

Bruce Abbott, 2007-10	Richard Elaver, 2009-10
Suleiman Ashur, 2009-11	Judith Garrison, 2009-12
Robert Barrett, 2009-11, Chair	H. Jay Harris (ex officio, nonvoting)
Walter Branson (ex officio)	Peter Iadicola, 2007-10
James Burg, 2007-10	Tammy Mattern, 2009-10
Jack Dahl (ex officio, nonvoting)	William McKinney (ex officio)
Jonathan Dalby, 2008-11	Zelimir Todorovic, 2009-12
Peter Dragnev, 2007-10	Kirk Tolliver, 2009-10

To: IPFW Senate

From: Cheryl Sorge, Chair
Curriculum Review Subcommittee

Date: March 26, 2010

Re: Proposal for the Certificate in Small Business Management

The Curriculum Review Subcommittee supports the proposal for the Certificate in Small Business Management, and finds that the proposal requires no Senate review.

IPFW
Request for a New Credit Certificate Program

Campus: Fort Wayne

Proposed Title of Certificate Program: Certificate in Small Business Management

Projected Date of Implementation: Summer 2010

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

The current governor of the State of Indiana has indicated that future economic growth will come in large part through ‘home-grown’ entrepreneurs. Many of the degrees awarded through IPFW offer opportunities for the graduates to become self-employed. A nurse practitioner, a dental hygienist, an engineer or a visual or performing artist may leave the university and start a small business. This certificate would give the student a framework with which to begin. Through the help of an Entrepreneurship Advisory Board (see response to question X. below), a ‘needs-assessment-survey’ was designed and administered during 2008. A tabulation of the results of this assessment is found in Attachment ‘A’. The intended target audience for this proposed certificate program is the IPFW student body outside the Doermer School of Business and Management Sciences (DSBMS). Thus, it is intended to be a service program for non-business students, enabling them to acquire an orientation of what is involved with developing an idea for a product / service, and taking that idea to the marketplace with an improved prognosis for success.

II. List the major topics and curriculum of the certificate.

The curriculum will consist of 15 credit hours (five courses) at the freshman / sophomore level.

BUS W100 Principles of Business

BUS E200 Fundamentals of Economics

BUS A200 Accounting Essentials for the Small Business

BUS M201 Marketing for the Small Business

BUS W201 Entrepreneurship Capstone

BUS W100 and BUS E200 are already being delivered to non-business students. Formal course descriptions with learning objectives have been developed and approved by DSBMS faculty and the ‘New Course Request’ forms have been filed. These courses will cover such key topics as:

Organizational forms for business; Planning & Control (in W100)
Market forces of Supply & Demand; Marginal Analysis (in E200)
Financial reporting and data interpretation for new ventures; Cash Flow (in A200)
Identification of Target Market; New Product Development; Promotion (in M201)
Design and construction of a formal Business Plan (in W201)

III. What are the admission requirements?

Admission to IPFW

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

As determined by the faculty of the Doermer School, the major student outcomes are:

- i) To demonstrate an understanding of entrepreneurship and entrepreneurial orientation and vision.
- ii) To develop a business plan for the enterprise / new venture. This plan is the student's comprehensive 'deliverable' for the certificate. The plan is designed and built in the capstone course (W201).
- iii) To demonstrate the use marketing and financial information to advance/promote the business plan. To demonstrate an understanding of the available financing providers, including 'angels', venture capitalists, strategic partners, etc., and the relative advantages / risks of each.

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

In addition to course-embedded assessments (exams, assignments) administered during the experience, indirect methods (e.g. student satisfaction with the learning) and direct methods (jury evaluation of the culminating project) will be used for this purpose. The business plan will be formally juried by multiple experts (typically in the areas of financial accounting and marketing) for its soundness, as if it were being used as the basis for requesting support. This specific outcome evaluation is beyond the W201 course grade determined by the instructor.

A follow-up survey (possibly 3 or 5 years post- graduation) would seek to learn if the student has been able to successfully operationalize the tenants of the program in a new venture. Note, possessing the perspective and analytics to objectively conclude that a proposed venture is not viable, and consequently not to be pursued, is also a constructive manifestation of positive learning.

Assessment results will be used for future program improvements. The school's Undergraduate Policy Committee will oversee the process for determining appropriate improvements to the program.

VI. Describe student population to be served.

Any IPFW undergraduate student could enroll. Both BUS W100 and BUS E200 meet Area III requirements so a student in any major could choose those courses within his/her course of study. Currently Hospitality Management, Hotel/Restaurant/Tourism Management, Information Systems, Organizational Leadership and Supervision majors are already required to take BUS E200 as part of their course of study. General Studies majors could choose this certificate.

Those already holding a degree and/or returning adults could also enroll in this certificate program as long as they are officially admitted to the university.

None of the courses in the certificate program will count toward the B.S. Business program, so this certificate is not intended for business or pre-business students.

VII. How does this certificate complement the campus or departmental mission?

IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources. This certificate will complement the mission by recognizing the regional need for educationally prepared entrepreneurs to expand the workforce and overall economy.

The Doermer School of Business and Management Sciences mission involves both excellence in education and regional economic development. This certificate provides a vehicle for a union of these two issues.

VIII. Describe any relationship to existing programs on the campus or within the university.

The Division of Continuing Studies offers a non-credit certificate during the summer entitled 'Entrepreneurship in the Arts'; this is targeted at an audience of artists. Beginning Spring 2009 a non-credit certificate has been offered through the Division of Continuing Studies entitled 'Business Strategy and Success Certificate'; this is targeted at non-degree seeking students. Currently no certificates are offered for academic credit in this subject area.

During the 2001-2005 period, the Doermer School of Business and Management Sciences (DSBMS) developed and offered an internal series of courses for business students which DSBMS called the 'Entrepreneurship Certificate Program' That school-level certificate needed to be replaced with a university-level certificate or discontinued. The 'Entrepreneurship Certificate Program' has been discontinued.

The DSBMS has developed a long-range strategic plan for entrepreneurship programs targeted at various audiences. The 'Business Strategy and Success Certificate' was the initial step. This Certificate in Small Business Management would be the second step. DSBMS will eventually propose a certificate or concentration for business majors, and in due course, a track for MBA students.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

Most courses will be taught by area practitioners that are deemed to be qualified in a Limited Term Lecturer (LTL) role; this determination will be made by DSBMS faculty. Two of the courses, BUS W100 and ECON 200 are currently offered each semester, via both face-to-face and distance ed sections. The remaining courses are planned to be offered in an alternate delivery mode with LTL faculty funded through IPFW's Division of Continuing Studies. The alternative delivery modes anticipated include distance ed, weekend college, and/or off-campus sites. The LTLs employed will be subject to full-time faculty oversight, as the DSBMS Undergraduate Policy Committee (UPC) will guide, monitor and evaluate their instructional performance.

Current library holdings should be sufficient. Limited term lecturers from outside our regular teaching faculty should take a library orientation to be prepared to help students make best use of the business information resources available at IPFW.

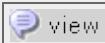
X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The curriculum for the non-credit certificate was designed in a multi-step process involving both internal and external stakeholders. An advisory board of business advisors, bankers, accountants, and representatives of Chambers of Commerce and Local Economic Development Organizations (LEDOs) designed an outline of questions that should be posed to current entrepreneurs. A survey was distributed throughout Northeast Indiana asking for input from area business people. The survey was received by members of area Chambers of Commerce, Small Business Development Center Clients, IPFW Personal and Professional Development business students and individuals designated by area LEDOs. One hundred responses were received. The certificate courses were designed to address those responses. The advisory board is willing to be used as a sounding board for the credit certificate, or as Subject Matter Experts in the classes, or as jurors of the student Business Plans.

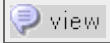
This certificate program would enable the Doermer School of Business and Management Sciences the opportunity to offer a service curriculum for the IPFW community.

Submitted by:		Approved by:	
<u>J. Hamada</u>	<u>11/19/09</u>	<u>[Signature]</u>	<u>11-19-09</u>
Date Department Chairman/Division Director	Date	Dean	Date
_____	_____	_____	_____
Dean of Graduate School (when required)	Date	Chancellor/Vice-President	Date
_____	_____	_____	_____
University Enrollment Services	Date		
_____	_____		

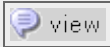
Attachment A

1. IPFW and the Northeast Indiana Small Business Development Center are currently designing a certificate program for current small business owners. What would you like that certificate to be called?				
	Prefer	Accept	Dislike	Response Count
Expert in Small Business Certificate	5.6% (5)	29.2% (26)	65.2% (58)	89
Entrepreneurial Certificate	28.7% (27)	40.4% (38)	30.9% (29)	94
Acheiving Success in Small Business Certificate	13.2% (12)	35.2% (32)	51.6% (47)	91
Small Business Administration Certificate	38.0% (35)	48.9% (45)	15.2% (14)	92
Executive Level Business Administration Certificate	27.8% (25)	36.7% (33)	37.8% (34)	90
			 Other (please specify)	9
			answered question	97
			skipped question	3


2. The certificate will include four "core" courses and a requirement to choose from a variety of other courses. The four "core" courses are required and consist of Law, Marketing, Operations Management and Financing. The following areas have been suggested for coverage in the "Law" course. Please indicate the importance of each of the items. Please also add any additional suggested topics.

	Very Important	Important	Somewhat Important	Not Important	Response Count
Contract Law	44.3% (43)	42.3% (41)	12.4% (12)	1.0% (1)	97
Employment Law	65.7% (65)	30.3% (30)	5.1% (5)	0.0% (0)	99
Business Structure	41.8% (41)	40.8% (40)	15.3% (15)	2.0% (2)	98
Intellectual Property	16.8% (16)	50.5% (48)	29.5% (28)	3.2% (3)	95
Patents, Trademarks	13.5% (13)	41.7% (40)	33.3% (32)	11.5% (11)	96
Copyright Law	10.5% (10)	37.9% (36)	41.1% (39)	10.5% (10)	95
 Other (please specify)					10
answered question					99
skipped question					1

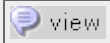
3. The following have been suggested as topics to be covered in the marketing section. Please indicate which are most important to your business and include any additional suggestions you may have.

	Very important	Important	Somewhat Important	Not Important	Response Count
Who is our customer?	72.0% (72)	24.0% (24)	4.0% (4)	0.0% (0)	100
How do we reach our customer?	80.0% (80)	19.0% (19)	1.0% (1)	0.0% (0)	100
What is marketing mix?	36.1% (35)	51.5% (50)	12.4% (12)	0.0% (0)	97
What is advertising?	21.4% (21)	55.1% (54)	22.4% (22)	1.0% (1)	98
Where do we find new customers?	58.6% (58)	36.4% (36)	5.1% (5)	0.0% (0)	99
What is networking?	26.3% (26)	55.6% (55)	17.2% (17)	1.0% (1)	99
Designing a marketing budget	44.3% (43)	44.3% (43)	10.3% (10)	1.0% (1)	97
				 Other (please specify)	11
	answered question				100
	skipped question				0

4. The following are the topics under consideration for the Operations Management section. Please indicate interest for each of the following as well as your suggestions.

	Very important	Important	Somewhat important	Not important	Response Count
Pricing	66.3% (65)	27.6% (27)	4.1% (4)	2.0% (2)	98
Purchasing	40.2% (39)	46.4% (45)	11.3% (11)	2.1% (2)	97
Hiring decisions	50.0% (49)	41.8% (41)	7.1% (7)	1.0% (1)	98
Make vs. buy decisions	16.5% (16)	59.8% (58)	20.6% (20)	3.1% (3)	97
When to expand/retract operations	32.7% (32)	49.0% (48)	18.4% (18)	0.0% (0)	98
Project Management	36.7% (36)	45.9% (45)	15.3% (15)	2.0% (2)	98
Knowing your costs	74.0% (74)	23.0% (23)	4.0% (4)	0.0% (0)	100
Succession Planning	30.2% (29)	43.8% (42)	25.0% (24)	1.0% (1)	96
				 Other (please specify)	9
	answered question				100
	skipped question				0

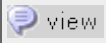
5. The following topics have been suggested for the area of financing your business. Please indicate the importance of these topics as well as your suggestions.

	Very important	Important	Somewhat important	Not important	Response Count
SBA financing	30.2% (29)	53.1% (51)	12.5% (12)	4.2% (4)	96
Commercial loan processes	42.7% (41)	42.7% (41)	12.5% (12)	2.1% (2)	96
Improving your FICO score	22.9% (22)	45.8% (44)	28.1% (27)	3.1% (3)	96
Expansion plan analysis	26.0% (25)	52.1% (50)	21.9% (21)	1.0% (1)	96
Cash flow	83.7% (82)	11.2% (11)	5.1% (5)	0.0% (0)	98
Tax ramifications	54.2% (52)	36.5% (35)	9.4% (9)	0.0% (0)	96
Projections	41.8% (41)	48.0% (47)	10.2% (10)	0.0% (0)	98
			 Other (please specify)		7
	answered question				98
	skipped question				2


6. The certificate will be customized to each companies' needs by choosing from a menu of courses. Several courses will be required past the core to complete the certificate. Which of the following courses would you be likely to register for and attend?

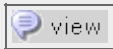
	Very likely	Likely	Somewhat likely	Not likely	Not interested	Response Count
Mastering Customer Service	22.9% (22)	30.2% (29)	22.9% (22)	20.8% (20)	3.1% (3)	96
Franchising	1.1% (1)	7.4% (7)	23.2% (22)	42.1% (40)	26.3% (25)	95
Understanding Financial Statements	34.7% (34)	30.6% (30)	21.4% (21)	10.2% (10)	4.1% (4)	98
Hiring Decisions	21.6% (21)	34.0% (33)	24.7% (24)	13.4% (13)	6.2% (6)	97
Designing an Employee Handbook	15.6% (15)	21.9% (21)	30.2% (29)	25.0% (24)	7.3% (7)	96
Better Business Writing	14.7% (14)	25.3% (24)	30.5% (29)	23.2% (22)	6.3% (6)	95
Internet Marketing	35.4% (34)	24.0% (23)	18.8% (18)	18.8% (18)	3.1% (3)	96
Global Marketing	11.5% (11)	15.6% (15)	25.0% (24)	31.3% (30)	16.7% (16)	96
Green Business Practices	8.2% (8)	23.7% (23)	21.6% (21)	27.8% (27)	18.6% (18)	97
Coaching versus Supervising	17.9% (17)	33.7% (32)	29.5% (28)	14.7% (14)	5.3% (5)	95

6. The certificate will be customized to each companies' needs by choosing from a menu of courses. Several courses will be required past the core to complete the certificate. Which of the following courses would you be likely to register for and attend?

Understanding Cultural Differences	11.8% (11)	21.5% (20)	26.9% (25)	32.3% (30)	7.5% (7)	93
 Do you have another suggestion?						7
<i>answered question</i>						98
<i>skipped question</i>						2

7. How likely would you be to attend the sessions offered at the following times?

	Very likely	Likely	Somewhat likely	Not likely	Response Count
Tuesday morning	15.6% (14)	31.1% (28)	18.9% (17)	34.4% (31)	90
Tuesday evening	26.7% (24)	32.2% (29)	14.4% (13)	26.7% (24)	90
Friday morning	14.4% (13)	22.2% (20)	21.1% (19)	42.2% (38)	90
Friday afternoon	5.6% (5)	14.6% (13)	21.3% (19)	58.4% (52)	89
Saturday morning	19.6% (18)	19.6% (18)	8.7% (8)	53.3% (49)	92
 Other (please specify)					6
<i>answered question</i>					95
<i>skipped question</i>					5

8. Which of these locations would you be likely to attend courses for this certificate?					
	Very likely	Likely	Somewhat likely	Not likely	Response Count
IPFW campus	47.8% (44)	27.2% (25)	15.2% (14)	10.9% (10)	92
Public Safety Academy (south side of Fort Wayne)	14.3% (13)	15.4% (14)	14.3% (13)	56.0% (51)	91
Off Campus location	20.4% (19)	35.5% (33)	26.9% (25)	17.2% (16)	93
 What off-campus location would you suggest?					25
answered question					98
skipped question					2

To: IPFW Senate

From: Cheryl Sorge, Chair
Curriculum Review Subcommittee

Date: March 26, 2010

Re: Proposal for the Bachelor of Science with a Major in Information Technology (IT)

The Curriculum Review Subcommittee supports the proposal for the Bachelor of Science with a Major in Information Technology (IT), and finds that the proposal requires no Senate review.

Bachelor of Science
With a Major in Information Technology (IT)
To be offered at IPFW

INSTITUTION: Indiana University - Purdue University Fort Wayne

COLLEGE: College of Engineering, Technology, and Computer Science

DEPARTMENT: Computer and Electrical Engineering Technology & Information Systems and Technology (CEIT)

DEGREE PROGRAM TITLE: Bachelor of Science with a Major in Information Technology

**FORM OF RECOGNITION/
DEGREE CODE:** Bachelor of Science/IT

SUGGESTED CIP CODE: 110401

**LOCATION OF PROGRAM/
CAMPUS CODE:** IPFW / 1812

**PROJECTED DATE OF
IMPLEMENTATION:** August, 2010

**DATE PROPOSAL WAS APPROVED BY
INSTITUTIONAL BOARD OF TRUSTEES:** _____

Signature of Authorizing Institutional Officer

Date

Date Received by Commission for Higher Education

Commission Action

_____ Date

Table of Contents

A. ABSTRACT		3
B. PROGRAM DESCRIPTION		4
1. Proposed Program and its Objectives		4
2. Admission Requirements and Anticipated Student Clientele		4
3. The Proposed Curriculum		5
4. Forms of Recognition		7
5. Program Faculty and Administrators		7
6. Needed Learning Resources		8
7. Other program Strengths		9
C. PROGRAM RATIONALE		9
1. Institutional Factors		9
2. Student Demand		11
3. Transferability		12
4. Access to Graduate and Professional Programs		12
5. Demand and Employment Factors		12
6. Regional, State, and National Factors		14
D. PROGRAM IMPLEMENTATION AND EVALUATION		14
1. Quality and Efficiency		14
2. Appropriateness		15
3. Availability of Similar Programs		15
4. Personal and Social Utility		15
5. Student Demand		15
6. Student Access		16
7. Flexibility of Program Design		16
8. Market Demand		16
9. Inter-institutional and Inter-departmental Cooperation		16
10. Flexibility of Providing Instruction		16
E. TABULAR INFORMATION		17
Table 1: Program Enrollments and Completions		17
Table 2A: Total Direct Program Costs and Source of Program Revenue		18
Table 2B: Detail on Incremental or Out-of-Pocket Direct Program Costs		19
Table 3: New Academic Degree Program Summary		20

A. ABSTRACT

Bachelor of Science with a Major in Information Technology (IT) Offered at Indiana University-Purdue University Fort Wayne (IPFW)

September 10, 2009

Objectives: This program will prepare graduates for a career in the area of information technology. The program focuses on producing graduates with the skills and knowledge to effectively plan, design, develop, integrate, manage, and/or maintain information and communication technologies in a wide range of technical domains to meet organizational, enterprise, and societal needs.

Clientele to be Served: The program is intended to serve undergraduate students who may attend on either a full-time or part-time basis. Students who will be attracted to the program will include:

- High school graduates or undecided students who choose to pursue a career in information technology;
- Current engineering technology students who are pursuing an engineering technology degree at IPFW;
- Students currently enrolled in other programs who desire a career in the area of information technology;
- A.S. Graduates of other Purdue statewide locations or other institutions such as Vincennes or Ivy Tech Community College offering programs that provide a similar background;
- Individuals currently employed in related positions who desire to further their education.

Curriculum:

The proposed degree has a major area of concentration of enterprise IT infrastructure, communications and networking, and IT Project Integration. The major areas of the degree are shown in the following table.

Information Technology B.S. Degree	Credit Hours
Mathematics & Science Requirements	17 hours
IT Technical Core	47 hours
Supporting Course	9 hours
Specialty Electives (minor discipline)	24 hours
*General Education Areas III, IV, and V	12 hours
English and Technical Writing Requirements	9 hours
Communication Requirements	6 hours
Total	124 hours

Employment Possibilities:

Graduates of the program will have excellent career opportunities in many areas involving network and communication systems (voice, data, and video), mobile and telecommunications systems, computer system analysis, computer system management and administration, database development and administration, Web application development, computer system securities, enterprise application and information integration, and other emerging IT areas. This demand applies not only to the northeastern Indiana area but also to the state and national market. Nationally, the U.S Bureau of Labor Statistics maintains a table of the 30 occupations with the fastest employment growth, 2008-2009, (<http://www.bls.gov/news.release/ooh.t01.htm>). According to these statistics, there are three major occupation categories (computer software engineers, applications; computer system analysts; network systems and data communications analyst) for which graduates of this IT program may compete.

B. PROGRAM DESCRIPTION

1. Proposed Program and its Objectives

a. Proposed Program

This proposal is for a Bachelor of Science with a major in Information Technology (IT) program to be offered by the Department of Computer and Electrical Engineering Technology & Information Systems and Technology (CEIT) in the College of Engineering, Technology, and Computer Science at IPFW. The program focuses on enterprise IT infrastructure, IT project integration, and networking and communication systems, areas of great interest to industry and students nationwide, including northeastern Indiana. The proposed degree is consistent with the mission and scope of IPFW to play an important role in the cultural and economic life of northeastern Indiana, to develop and retrain the workforce, and to respond to changes in the economy. It will also prepare students for graduate degree opportunities on the IPFW campus in the area of M.S. in Technology (IT and Advanced Computer Applications), and similar programs offered by other universities.

b. Objectives

The main objective of the IT program is to prepare graduates who are seeking careers in designing, developing, programming, and implementing information technology based systems, with an emphasis on network and communication systems (voice, data, and video), mobile and telecommunications systems, computer system & application management and administration, Web application development, computer system securities, and enterprise application and information integration.

Additional related objectives are to:

- Provide the IT community with the technically trained manpower base to support business and commerce in the Northeast Indiana community;
- Provide an educational center for retraining of workers with needed IT skills;
- Fill a need for trained professionals in the hospital, insurance, banking, defense, manufacturing, information technology, computer networking, and telecommunication industries.

2. Admission Requirements and Anticipated Student Clientele

a. Admission requirements

IPFW requirements for admission are listed in the IPFW 2009-2010 Bulletin for Undergraduate Programs at <http://bulletin.ipfw.edu/content.php?catoid=13&navoid=329#Admission>.

b. Prerequisite course work or degrees

There is no prerequisite course work other than admission to the program.

c. Meeting the needs of specific student clienteles

The proposed Bachelor of Science with a major in Information Technology degree program will attract students who desire to pursue a career in enterprise IT infrastructure, IT project integration, and communications and networking. The program is designed to meet the needs of technically inclined individuals, both those who are recent high school graduates and those who work in the field and wish to upgrade their skills. The program will be offered for daytime full-time students, evening part-time students, and some courses will be offered via distance education.

The Information Technology bachelor's degree program at IPFW is compatible with the IUPUI and Purdue Calumet associate degree in Computer Information Technology, and with other Computer and Information Technology programs in the Purdue Statewide Technology Program.

Articulation agreements are currently in place between IPFW and Ivy Tech Community College with respect to Ivy Tech ELT and CIS courses and their transfer to IPFW ECET and CS courses. The IPFW-IVY Tech equivalencies and transfer agreement is located at the following IPFW website and at the Indiana Core Transfer Library: <http://www.ipfw.edu/admissions/credits/ivy-tech.shtml>. The transfer agreement will be extended to include additional new courses within the proposed program. It will also provide a similar transfer path, as found with Purdue Calumet and Indiana Institute of Technology, for IVY Tech students with an A.A.S. in Computer Information Technology wishing to enter the B.S. IT program at IPFW.

d. Enrollment limitations

Enrollments will be limited according to available resources. However, it is not anticipated that enrollment limits will be required during the first five years. If limitations are required, students will be admitted on a competitive basis as established by academic credentials.

3. The Proposed Curriculum

a. Requirements

The curriculum described below provides a technical education in the area of Enterprise IT. It introduces the fundamentals of IT, electrical systems, and programming applications. It also introduces the discrete computational structures, computer systems, operating systems, IT systems, Web systems, networking, and databases. The specialization area can be tailored to the needs of students and completed through approved technical electives and the IT senior project I and II. Other required courses provide mathematical and communication skills, and sufficient knowledge of the enterprise business and service environment to perform effectively in the workplace. The semester hour breakdown by area is shown in the following table.

Information Technology B.S. Degree	Credit Hours
Mathematics & Science Requirements	16 hours
IT Technical Core	48 hours
Supporting Course	9 hours
Technical Electives (minor discipline)	24 hours
*General Education Areas III, IV, and V	12 hours
English and Technical Writing Requirements	9 hours
Communication Requirements	6 hours
Total	124 hours

*General Education is an IPFW requirement, with pertinent areas defined as:

- Area I: Linguistic and Numerical Foundations (Satisfied by MA 153, COM 114 and ENGW 131)
- Area II: Physical and Natural Sciences (Satisfied by PHYS 218 and CHEM 111)
- Area III: The Individual, Culture, and Society (Satisfied by OLS 252 and 3 elective credit)
- Area IV: Humanistic Thought (Satisfied by 6 elective credit)
- Area VI: Inquiry and Analysis (Satisfied by CS 306)
- Area V: Creative and Artistic Expression (Satisfied by 3 elective credit)

b. Sample Program

The plan-of-study for the proposed Bachelor of Science with a major in Information Technology is shown below.

Semester 1		Semester 2	
3cr	ITC 110 Information Technology Fundamentals	3cr	ITC 131 Programming Fundamentals II
3cr	ITC 130 Programming Fundamentals I	4cr	ITC 145 Electrical Fundamentals
3cr	COM 114 Fund. of Speech Communication	3cr	ITC 170 Discrete Computing Structures
3cr	MA 153 Algebra and Trigonometry I	3cr	MA 154 Algebra and Trigonometry II
3cr	ENGW 131 Elementary Composition I	3cr	Gen Ed Elective (Area III)
15cr		16cr	

Semester 3		Semester 4	
4cr	ITC 220 Computer Systems	3cr	ITC 210 Information Technology Systems
3cr	ITC 230 Computer Operating Systems	3cr	ITC 250 Web Systems
3cr	OLS 252 Human Relations in Organization	4cr	PHYS 218 General Physics I
3cr	Gen Ed Elective (Area IV)	3cr	ENGW 234 Technical Report Writing
3cr	Approved Technical Elective*	3cr	Approved Technical Elective*
16cr		16cr	

Semester 5		Semester 6	
4cr	ITC 330 Networking	3cr	ITC 370 Human Computer Interaction
3cr	ITC 350 Databases	3cr	ITC 380 Project Integration
3cr	STAT 301 Elementary Statistics	3cr	CS 306 Computers in Society
3cr	CHEM 111 General Chemistry	3cr	COMxxx Advanced Communication
3cr	Approved Technical Electives*	3cr	Approved Technical Electives*
16cr		15cr	

Semester 7		Semester 8	
3cr	ITC 410 Information Assurance & Security	3cr	ENGW 421 Technical Writing Projects
1cr	ITC 480 IT Senior Project I	2cr	ITC 481 IT Senior Project II
3cr	CPET 470 Technology Project Management	3cr	Gen Ed Elect (Area V)
3cr	Gen Ed Elective (Area IV)	3cr	Approved Technical Elective*
3cr	Approved Technical Elective*	3cr	Approved Technical Elective*
3cr	Approved Technical Elective*		
16cr		14cr	

<Total Credit Hours for B.S. Degree - 124 cr. hrs>

***Approved Technical Electives**

- CPET 213 Web-Based analysis and Design
- CPET 281 Local Area Networks and Management
- CPET 355 Data Communications and Networking
- CPET 364 Networking Security
- CPET 384 Wide Area Network Design
- CPET 493 Wireless Networking
- CPET 494 Java Programming Applications
- CPET 495 Web Engineering and Design
- CPET 499 Topics in Computer Networking
- ECET 234 PC Systems
- ECET 434 PC Systems II
- ECET 382 C++ Object Oriented Programming for Industrial Applications

4. Form of Recognition

a. Degree to be awarded

Upon successful completion of the degree requirements, students will be awarded the Bachelor of Science (B.S.) degree with the major field of study in Information Technology

b. CIP Code

The suggested CIP code for the program is 110401

c. Program, organizational, and site information on diploma

The Bachelor degree diploma will have the following information:

Be It Known That the Trustees of
PURDUE UNIVERSITY
Upon Nomination of the Faculty of the
College of Engineering, Technology, and Computer Science
Have Granted To
----- (student's name)
The Degree of
Bachelor of Science

In Recognition of the Fulfillment of the
Requirements of that Degree
Awarded at Fort Wayne in the State of Indiana
----- (date)

Signature of Chairman of Trustees **SEAL** Signature of Purdue University President

5. Program Faculty and Administrators

As a result of departmental unit reorganization within the college of ETCS, the proposed program will be staffed by ten faculty members: three from the Information Systems program, and seven from the Computer and Electrical Engineering Technology program, within the CEIT department. Initially, no additional resources are needed to implement this new program. The faculty and administrators directly involved with the program include:

Computer and Electrical Engineering Technology Faculty

Gary Steffen, M.S.C.S

Chair, Department of Computer and Electrical Engineering Technology & Information Systems and Technology (CEIT)

College of Engineering, Technology, and Computer Science

Hal Broberg, Ph.D., P.E. Associate Professor of Electrical and Computer Engineering Technology

Peter Goodman, M.S.E., P.E.

Assistant Professor of Electrical and Computer Engineering Technology

Iskandar Hack, M.S.E., P.E.

Associate Professor of Electrical and Computer Engineering Technology

Tom Laverghetta, M.S.E., P.E.
Professor of Electrical and Computer Engineering Technology

Paul I. Lin, M.S.C.S, M.S.E.E., P.E.
Professor of Electrical and Computer Engineering Technology

Hongli Luo, Ph.D.
Assistant Professor of Computer Engineering Technology

Information System Faculty

Robert A. Barrett, M.S.B.A. (Purdue voluntary partial retirement)
Professor of Information Systems

Michelle Parker, M.S. Continuing Lecturer

Robert Sanders, M.A. (Purdue voluntary partial retirement)
Continuing Lecturer

b. New Faculty members required to implement the program

No additional faculty members are needed at this time. An additional IT faculty member will be needed once the program demonstrates healthy growth and seeks program accreditation from the Accreditation Board for Engineering and Technology (ABET). While ABET does not offer a specific number of faculty needed for an accredited IT program, it does state that there should be enough full-time faculty members to provide continuity, oversight, and stability, to cover the curriculum reasonably, and to allow an appropriate mix of teaching, professional development, scholarly activities, and service for each faculty member (<http://www.abet.org/forms.shtml>).

6. Needed Learning Resources

a. Availability of equipment and facilities that directly support the program

The Information Technology program will primarily use facilities of the CEIT department, which currently has laboratories that are equipped with computer stations and networking equipment. These laboratories will support the courses. In addition, all of the laboratories are part of the college's network and have access to a suite of licensed software. IPFW also has many open student laboratories that are part of a campus-wide Intranet and that support all non-specialized courses on campus.

Library resources (including licensed databases, electronic or print journal subscriptions, reference materials, and circulating books, along with electronic reserves and document delivery services) are adequately covered by existing collections. The continued ability to keep pace with rising material costs and licensing fees, however, will require incremental increases to the library budget. Librarian and library staff support for faculty or students seeking research consulting and information services are provided at a basic level.

b. Potential unmet resources that will prohibit the offering of a high quality program

The nature and frequency of technological advances require that computer-based facilities and software be upgraded on an ongoing basis. This includes up-to-date computers with additional memory, faster processors, and higher capacity storage devices along with modern electronic instrumentation, network and network analysis equipment. This is a continuing challenge for all CEIT programs. These programs include the A.S. and B.S Electrical Engineering Technology, B.S. Computer Engineering Technology and A.S. and B.S Information Systems degrees.

7. Other Program Strengths

a. Features defining the character of the proposed program that make it distinctive

The proposed IT program will provide an integrated educational experience that develops the ability of graduates to apply pertinent IT knowledge and skills for career opportunities in the fields of network and communication systems (voice, data, and video), mobile and telecommunication systems, computer system management and administration, database development and administration, Web application development, computer system securities, enterprise application and information integration, and other emerging areas in the IT field that meet organizational, enterprise, and societal needs.

Another feature of the proposed IT program is that it will also prepare students for graduate degree opportunities on the IPFW campus in the area of M.S. in Technology (IT and Advanced Computer Applications), and similar programs offered by other universities.

b. Anticipated collaborative arrangements with other parties

This IT B.S. program is compatible with the CIT B.S. program (networking option; and standard option allowing students to build their own concentration areas) at IUPUI, the CIT B.S. program (Networking track) at Purdue Calumet, and the CIT B.S. program (Networking Engineering Technology area) at Purdue, West Lafayette. The proposed degree program will maintain a close relationship and undertake cooperative endeavors whenever possible with other CIT programs in the Purdue system. Articulation agreements for transfer credit from Ivy Tech Community College in their CIT (Computer Information Technology) and CIS (Computer Information Systems) areas will be expanded and closely monitored to ensure that accreditation requirements are met. Furthermore, an IT faculty committee within the CEIT department will be formed to study and develop special requirements and policies for accepting Ivy Tech Community College associate degree graduates to enter the Junior year of the B.S. IT program at IPFW.

C. Program Rationale

1. Institutional Factors

a. Proposed program’s compatibility with the institution’s mission

The mission of Indiana University-Purdue University Fort Wayne (IPFW) is to offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs; to support excellence in teaching and learning; to advance and share knowledge through research and creative endeavor; and to work with the community to develop intellectual, cultural, economic, and human resources. The proposed B.S. program in Information Technology advances this university mission. It will prepare the university to meet demands from industry, to serve the northeast Indiana region and to expand areas in which the College of Engineering, Technology, and Computer Science (ETCS) is ready for future trends.

b. Planning process which has resulted in the development of this new program

The planning process was initiated during Fall 2006 through the IT Task Force, established by the Dean of the College of Engineering, Technology, and Computer Science (ETCS), with three faculty members representing the Computer Science department and another three representing the department of Electrical and Computer Engineering Technology (ECET). The Computing Curricula 2005: Information Technology Volume (http://www.acm.org/education/education/curric_vols/IT_October_2005.pdf), which outlines a set of recommendations for B.S. programs in IT, was referenced to develop the proposed IT program. The proposed baccalaureate degree in IT requires a total of 124 credit-hours combining core technical requirements (48 cr. hrs), advanced technical electives (24 cr. hrs for a specialized concentration developed in conjunction with a faculty advisor), mathematic & science courses (16 cr. hrs), English & technical writing (9 cr. hrs), communication (6 cr. hrs), general education Area III, IV & V courses (12 cr. hrs), and additional support requirements (9 cr. hrs) to prepare students for a professional IT career in modern society.

IT is an emerging field that has similarity and distinction with other existing computer-related disciplines. It is important to understand clearly the definitions of IT compared with other related fields of study to develop an effective IT curriculum. The joint task force for Computing Curricula 2005, organized by the Association for Computing Machinery (ACM), already studied and discussed characteristics of five major computing disciplines: Computer Engineering, Computer Engineering Technology, Computer Science, Information Systems, and Information Technology. In an effort to improve the understanding of each of these subject areas, the compiled descriptions about them, based on the ACM Computing Curricula 2005 report (http://www.acm.org/education/curric_vols/CC2005-March06Final.pdf) along with the Computer Engineering Technology area, based on the Accreditation Board for Engineering and Technology (ABET) criteria, are listed below.

Computer Science spans a wide range, from its theoretical and algorithmic foundations to cutting-edge developments in robotics, computer vision, intelligent systems, bioinformatics, and other exciting areas. Computer scientists design and develop all types of software from systems infrastructure (operating systems, network programs, etc.) to application technologies (web, databases, graphics, etc.). They develop new approaches, supervise other programmers, and keep them aware of new approaches. Computer scientists should be prepared to work in a broad range of positions involving tasks from theoretical work to software development.

Computer Engineering is concerned with the design and construction of computers and computer-based systems. Its curriculum focuses on the theories, principles, and practices of traditional electrical engineering and mathematics and applies them to the problems of designing computers and computer-based devices. Computer engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. Computer engineering study may emphasize hardware more than software or there may be a balanced emphasis. Currently, a dominant area within computer engineering is embedded systems, the development of devices that have software and hardware embedded in them.

Computer Engineering Technology programs prepare graduates with the technical and managerial skills necessary to enter careers in the design, application, installation, operation, and/or maintenance of computer systems. Graduates of associate degree programs typically have strengths in the building, testing, operation, and maintenance of existing computer systems and their associated

software systems, whereas baccalaureate degree graduates are well prepared for development and implementation of computer systems.

Information Systems focuses on the information aspects of information technology, rather than supporting the infrastructure. IS specialists focus on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises, enabling them to achieve their objectives in an effective, efficient way. They must understand both technical and organizational principles and practices so that they can serve as an effective bridge between the technical and management communities within an organization, enabling them to work in harmony to ensure that the organization has the information and the systems it needs to support its operations. IS specialists are also uniquely prepared to work with users and management at all levels of business and enterprise. They could also be involved in areas such as databases, strategic use of computing enterprise, project management, application management, and possibly assume responsibility for hardware and software selection appropriate to an organization.

Information Technology emphasizes the information infrastructure that underlies an organization's information requirements rather than the format or content of the information itself. There is some overlap between all of the disciplines, but IT professionals have a special focus on satisfying the information user's needs that arise from computing technology. Today, organizations of every kind need support from IT staff. They need to have appropriate systems in place. These systems must work properly, be secure, and be upgraded, maintained, and replaced as appropriate. The IT program prepares students to meet the computer technology needs of business, government, healthcare, schools, and other kinds of organizations. Graduates of IT programs will possess the right combination of knowledge and practical, hands-on expertise to take care of both an organization's information technology infrastructure and the people who use it. IT specialists assume responsibility for selecting hardware and software products appropriate for an organization, integrating those products with organizational needs and infrastructure, and installing, customizing, and maintaining those applications for the organization's computer users. IT professionals should be able to work effectively at planning, implementation, configuration, and maintenance of an organization's computing resources. In short, IT is concerned with information infrastructure.

c. Impact on other institutional, research or service programs of the institution

The principal impact will be within the CEIT department where students may exercise the option to move to the IT B.S. program. Faculty workloads within CEIT will be reorganized to meet this need.

d. Proposed program's utilization of existing resources

Existing courses in Computer Engineering Technology and Electrical Engineering Technology are used to support the new program, as shown in the plan of study. Existing courses in mathematics, physical sciences, and general education will also be utilized. Expected additional students for this curriculum will increase utilization of existing classrooms, laboratories, and computers in the CEIT department and in the College of Engineering, Technology, and Computer Science.

2. Student Demand

a. Enrollment data

Based on the ACM Computing Curricula 2005 report, industry demands for the IT skills taught through the Division of Continuing Studies at IPFW, informal statistics of about 80-100 incoming freshmen inquiring about an IT program availability in the past 4 years, enrollment histories at institutions across the country that offer similar programs, and a new B.S. IT program needs survey (northeastern Indiana region) completed Sept. 2008, it is estimated that the proposed IT program will

experience an initial growth rate of approximately 20 percent per year to meet the demand of the northeast Indiana area.

Enrollment projections are based on experience with existing technical programs, discussions with students, and the IT program needs survey completed on September 2008. (See Section 5c)

b. Enrollment projections

Enrollment projections for the IT program are shown in Table 1: Program Enrollments and Completions. Projections use AY 2011 as a baseline and are based on projected industry demand and existing student preferences. The enrollment projections, credit hours, FTEs, and headcount include all four years of the IT program.

3. Transferability

All credits earned in the Computer Engineering Technology (option in Networking) will count toward the fulfillment of graduation requirements for the proposed baccalaureate program. All credit earned is also transferable statewide within the Purdue University system. Credits earned in the proposed program generally should be transferable to baccalaureate programs elsewhere and credit earned in accredited IT associate and baccalaureate programs elsewhere will generally be accepted for transfer to IPFW. Two year programs in similar areas are in place at other Indiana institutions such as Ivy Tech Community College and Vincennes University. Articulation agreements for transfer credit from Ivy Tech Community College in their CIT (Computer Information Technology) and CIS (Computer Information Systems) areas will be established and closely monitored to ensure that accreditation requirements are met.

4. Access to Graduate and Professional Programs

Upon completion of a BS degree in IT, students will be prepared for graduate degree opportunities on the IPFW campus in areas such as M.S. in Technology (IT and Advanced Computer Applications), M.S. in Applied Computer Science, and similar programs offered by other universities. Graduates will also be prepared for graduate programs in technology such as those offered at Purdue University, West Lafayette and at Indiana State University. Other Master's Degree programs in technology and technology management exist nationally.

5. Demand and Employment Factors

a. Demand and Employment

The employment outlook is favorable for graduates possessing the knowledge and core IT skills necessary to function as network systems and data communications analysts, computer system analysts, computer support specialists, and computer and information system administrators. Increasing demand for enterprise application integration and enterprise information integration, as well as the convergence of voice, data, and video communication services, and the expansion of mobile and wireless communication information services and products into all areas of industry will contribute to strong employment growth in this specialty area.

Nationally, the U.S Bureau of Labor Statistics maintains a table of the 30 occupations with the largest employment growth, 2008-2018, (<http://www.bls.gov/news.release/ecopro.t06.htm>). Data extracted from this table is shown below and indicates that from 2008 to 2018, there are two major occupation categories for which graduates of this IT program may compete. The exact qualifications for each category of occupation will vary based on the specific employer.

The largest growing occupations, 2008-2018

Occupation	Employment		Change	
	2008	2018	Number	Percent
Computer software engineers, applications	515	690	175	34.0 (B.S.)
Network systems and data communication analyst	292	448	156	53.4 (B.S.)

[Bureau of Labor Statistics, Numbers in thousands of jobs]

The favorable short- and long-term occupation projections for North East Indiana (the proposed IT program service area) compiled by the Indiana Department of Workforce Development office, are:

- Indiana Workforce Development – Research & Analysis, <http://www.hoosierdata.in.gov/nav.asp?id=25> Economic Growth Region 3 - (Counties: Adams, Allen, Dekalb, Huntington, LaGrange, Noble, Steuben, Wells, Whitley)
- Short-Term Occupation Projections - from 1st Quarter 2008 to 1st Quarter 2010, show a demand for trained IT graduates to fill the jobs as specified in the following table.

Short Term Occupation Projections for North East Indiana

Job Title	Emp Growth 1 st Q. 2008 – 1 st Q 2010	Total Growth in Region 3
Computer Specialists	1.7%	87
Network Systems and Data Communication Analysts	6.7%	42
Computer System Analysts	4.1%	28
Network and Computer Systems Administrators	2.9%	22
Computer Support Specialists	0.3%	3
Computer and Information Systems Managers	0.2%	1
Computer Specialists, All Other	0.8%	1
Database Administrators	4.4%	10

Long-Term Occupation Projections – 2009 to 2016, compiled by the Indiana Workforce Development, http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu1&panel_number=2, also show a continuous demand of trained IT graduates to fill the same job categories as shown in the following table.

Long-Term Occupation Projections, 2009-2016

Job Title	Emp Growth 2009 – 2016	Total Growth in Indiana
Computer Specialists	19.9%	8136
Network Systems and Data Communication Analysts	47.1%	1754
Computer System Analysts	25.4%	1703
Network and Computer Systems Administrators	22.5%	1173
Computer Support Specialists	9.8%	817
Computer and Information Systems Managers	12.7%	532
Computer Specialists, All Other	5%	71
Database Administrators	25.1%	440

b. Geographic region to be served

The geographic region to be served by this proposed program is primarily northeast Indiana. As a regional campus, many students attending IPFW are considered “non-traditional” and are employed in the area. Most students at IPFW are linked to the northeast Indiana community by family,

employment or other financial responsibility. Most graduates of the proposed degree program are expected to seek or continue employment in northeastern Indiana.

c. Potential Employers

A survey for a new B.S. Information Technology conducted in September 2008 indicates that there is a strong demand for employees with this kind of IT skill and knowledge. The compiled result shows that northeastern Indiana region needs about 240 new hires and 90 replacement positions of trained IT professionals in the next 5 years.

Major employers of IT professionals in Region 3 include

- Lincoln Financial Group, Swiss Reinsurance, Old National Insurance,
- General Dynamics, ITT Aerospace Division and ITT Communications Division, Raytheon (defense and aerospace industries), BAE Systems (advanced defense and aerospace systems), Northrop Grumman
- Indiana University-Purdue University Fort Wayne, Fort Wayne Community Schools
- Parkview Health System, Physician Health Plan of Northern Indiana, Lutheran Hospital of Indiana
- Zimmer Inc, DePuy Orthopedics, Inc, Johnson & Johnson Family of Companies
- Franklin Electric, Fort Wayne Metals Research, Superior Essex, PHD Inc, Precision Die Technologies, Apollo Design Technology, Executive Technologies, Trust Bearer Labs, Imaging Office Systems, Reusser Design LLC
- Verizon Inc

6. Regional, State, and National Factors

a. Comparable programs in the state or region

The proposed Information Technology degree program is similar to the CIT degree program at IUPUI and Purdue Calumet and to IT programs offered throughout the nation. According to the Accreditation Board for Engineering and Technology (ABET) web site <http://www.abet.org/AccredProgramSearch/AccreditationSearch.aspx>, there are only 8 accredited Information Technology B.S. programs (Brigham Young University, University of Cincinnati, East Tennessee State University, Georgia Southern University, University of Missouri-Kansas City, Rochester Institute of Technology, University of South Alabama, and United States Naval Academy), and 1 accredited Computer and Information Technology B.S. program (Purdue University, West Lafayette). A program must have graduates prior to seeking accreditation, so there are other programs that have not yet been accredited, including the IUPUI CIT program.

b. External agencies

It is expected that the proposed program will be implemented effectively and apply for CAC/ABET accreditation during AY 2016.

D. Program Implementation and Evaluation

The Information Technology B.S. degree program is proposed for implementation in fall 2010.

1. Quality and Efficiency

Annual assessment reviews of each program are conducted by each department in accordance with IPFW requirements. These assessments include measurements and evaluations of success for the goals

for each program and include pertinent data such as enrollment figures, retention rates, and student academic progress. Measures used for assessment include student course evaluations, student success in completion of selected courses, evaluation of student capstone projects by faculty, and annual surveys of alumni and employers of alumni. A continuous improvement component is contained in each program assessment. It is intended that the degree will meet the accreditation guidelines of the CAC/ABET (Computing Accreditation Commission/Accreditation Board for Engineering and Technology). Assessment of student academic achievement will be based on ABET and IPFW requirements. It is expected that the proposed program will be implemented effectively and apply for CAC/ABET accreditation during AY 2016.

2. Appropriateness

A comprehensive program assessment plan will be developed, and feedback and quantitative data from the graduates and program constituencies will be periodically collected and evaluated by the IT faculty members for continuous program improvement purposes.

3. Availability of Similar Programs

The proposed Bachelor of Science with a major in Information Technology degree program is similar to the Computer & Information Technology (C&IT) degree program at Purdue University, West Lafayette, and the Computer Information Technology (CIT) programs at IUPUI and Purdue Calumet. Indiana Institute of Technology, Fort Wayne, offers a B.S. in Management Information Systems (MIS) which includes a combination of computer and management courses. Trine University, as well as IPFW, offers a B.S. in Computer Engineering. Within the state of Indiana, there is a similar four-year program at Indiana State University, a B.S. in Information Technology.

4. Personal and Social Utility

There are many campus-wide student organizations that will strengthen ties and communications for students at all levels. Some of these organizations are Indiana Purdue Student Government Association (IPSGA), Student Activity Board (SAB), and Tau Alpha Pi (the engineering technology honor society). Within the College of Engineering, Technology, and Computer Science, there are student chapters of the Institute of Electrical and Electronics Engineers (IEEE), Association of Computing Machinery (ACM), Association of Information Systems (AIS), Computer Information Association, Computer Science Student Advisory Board, Upsilon Pi Epsilon, etc. The College of Engineering, Technology, and Computer Science has a Director of Outreach Programs to coordinate national outreach programs such as Bridge Building Contest, Future City Competition, First Lego League, Science & Engineering Fair, and Summer Exploration.

5. Student Demand

Enrollment data from the IPFW Admission Office and the Student Success Advising Center of the College of Engineering, Technology, and Computer Science indicate student demand for the educational opportunities offered by the Information Technology program. Forecasted program enrollments are shown in Table 1. Continuous monitoring of actual enrollment and retention rates will be conducted along with the annual program assessment to show student demand and satisfaction levels. Continued demand is anticipated since the proposed degree provides preparation for a more focused career opportunity for students.

6. Student Access

IPFW has an institutional commitment to facilitate student academic success. Currently, many support programs and tutoring opportunities are available through the Center for Academic Support & Advancement (CASA), the Writing Center, the Center for Woman and Returning Adults, Multicultural Services and the Mastodon Advising Center (MAC). In addition, IPFW also has an office of Services for Students with Disabilities to provide people with disabilities an equal opportunity to participate in, contribute to, and benefit from university programs, services, and activities.

7. Flexibility of Program Design

The proposed program is designed to be flexible in providing reasonable transfer credit for entry into the program, and program transfer without major loss of credit. The degree focus prepares graduates in designing, developing, programming, and implementing information technology based systems, with an emphasis on network and communication systems (voice, data, and video), mobile and telecommunications systems, computer system & application management and administration, Web application development, computer system securities, and enterprise application and information integration. The adoption and integration of evolving technologies to meet changing needs will also be a priority in the proposed program.

8. Market Demand

Immediate market or short-term demand for the Information Technology graduates will be gathered and tracked through company human resources departments, local job listings, technical managers of local industries, and industrial advisory committee members. Long-term market demand will be gathered from the Indiana Department of Workforce Development, State and Local Labor Market Information, and the National Bureau of Labor Statistics Reports.

9. Inter-institutional and Inter-departmental Cooperation

All courses in the program are supported by academic departments at IPFW. CEIT faculty members are involved in college and university committees, student organizations, and other service activities that involve them in cooperative tasks at all levels.

10. Flexibility of Providing Instruction

A comprehensive pool of qualified and available faculty including associate faculty members exists to teach a wide diversity of IT courses. Specialized courses of the Information Technology program will be taught by qualified full-time or associate faculty members and can be changed to meet the needs of industry. Courses will be offered in both day and evening time periods, and some courses will be available via distance education.

E. Tabular Information

Table 1: Program Enrollments and Completions
Annual Totals by Fiscal Year (use SIS Definitions)

Campus: Indiana University - Purdue University Fort Wayne
Program: Bachelor of Science with a major in Information Technology

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
A. Program Credit Hours Generated					
1. Existing Courses	100	180	290	360	460
2. New Courses	<u>50</u>	<u>150</u>	<u>190</u>	<u>240</u>	<u>320</u>
TOTAL	150	330	480	600	780
B. Full-time Equivalents (FTE)					
1. Generated by Full-time Students	3	6	9	12	16
2. Generated by Part-time Students	<u>2</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>10</u>
TOTAL	5	11	16	20	26
3. On-campus Transfers FTEs	1	3	5	6	8
4. New-to-Campus FTEs	4	8	11	14	18
C. Program Majors (Headcounts)					
1. Full-time Students	3	6	9	12	16
2. Part-time Students	<u>8</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>36</u>
TOTAL	11	20	30	40	52
3. On-campus Transfers	3	5	7	9	10
4. New-to-Campus	8	15	23	31	42
5. In-State	11	20	30	40	52
6. Out-of-State	0	0	0	0	0
D. Program Completions					
	0	3	5	7	9

Table 2A: Total Direct Program Costs and Sources of Program Revenue

Campus: Indiana University - Purdue University Fort Wayne
 Program: Bachelor of Science with a major in Information Technology

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	FY 2011	FTE	FY 2012	FTE	FY 2013	FTE	FY 2014	FTE	FY 2015
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	2.00	\$195,386	2.00	\$195,386	2.00	\$195,386	2.00	\$195,386	2.00	\$195,386
2. Other Existing Resources		\$10,000		\$10,000		\$10,000		\$10,000		\$10,000
3. Incremental Resources	0.25	\$5,000	.50	\$10,000	.75	\$15,000	.75	\$15,000	.75	\$15,000
TOTAL		\$210,386		\$215,386		\$220,386		\$220,386		\$220,386
B. Sources of Program Revenue										
1. Reallocation		\$187,522		\$168,295		\$153,114		\$126,199		\$81,090
2. New-to-Campus Student Fees		\$22,864		\$47,091		\$67,272		\$94,187		\$139,296
3. Other (non-state)		0		0		0		0		0
4. New State Appropriations										
a. Enrollment Change Funding		0		0		0		0		0
b. Other State Funds		0		0		0		0		0
TOTAL		\$210,386		\$215,386		\$220,386		\$220,386		\$220,386

Table 2A: Explanation

Existing departmental faculty resources contain the combined salaries of the two current, full-time, faculty members (Paul Lin and Hongli Luo), who will be assigned to the proposed program. The accreditation agency states number of faculty members must be sufficient to provide program continuity, proper frequency of course offerings, appropriate levels of student-faculty interaction, and effective student advising and counseling.

Other Existing Resources includes a portion of current departmental funding (supplies and equipment) that will be used to support the proposed program.

Incremental resources of one associate faculty (.25 FTE) beginning in FY 2010, a second associate faculty (.25 FTE) beginning in FY 2011 and a third (.25 FTE) in FY 2012 will be needed to teach in the proposed program. Already funded Graduate Teaching Assistant (GTA) from the MS Technology program has the potential to also instruct courses (.25-.75 FTE).

Table 2B: Detail on Incremental or Out-Of-Pocket Direct Program Costs

Campus: Indiana University - Purdue University Fort Wayne
 Program: Bachelor of Science with a major in Information Technology

	<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Year 4</u>		<u>Year 5</u>	
	<u>FTE</u>	<u>COST</u>	<u>FTE</u>	<u>COST</u>	<u>FTE</u>	<u>COST</u>	<u>FTE</u>	<u>COST</u>	<u>FTE</u>	<u>COST</u>
1. <u>PERSONAL SERVICES</u>										
a. Faculty	0.25	\$6,000	0.5	\$12,000	0.75	\$18,000	0.75	\$18,000	0.75	\$18,000
c. Support Staff		0		0		0		0		0
TOTAL PERSONAL SERVICES	0.25	\$6,000	0.5	\$12,000	0.75	\$18,000	0.75	\$18,000	0.75	\$18,000
2. <u>SUPPLIES AND EXPENSES</u>										
a. General Supplies/Expenses		\$500		\$1,000		\$1,500		\$1,500		\$1,500
b. Recruiting		0		0		0		0		0
c. Travel		0		0		0		0		0
d. Library Acquisitions		0		0		0		0		0
TOTAL SUPPLIES AND EXPENSES		\$500		\$1,000		\$1,500		\$1,500		\$1,500
3. <u>EQUIPMENT</u>										
a. New Equipment Necessary for Pgm		\$700		\$700		\$1,000		\$1,000		\$1,400
b. Routine Replacement		0		0		0		0		0
TOTAL EQUIPMENT		\$700		\$700		\$1,000		\$1,000		\$1,400
4. <u>FACILITIES</u>		0		0		0		0		0
5. <u>STUDENT ASSISTANCE</u>		0		0		0		0		0
SUM OF ALL INCREMENTAL DIRECT COST		\$7,200		\$13,700		\$20,500		\$20,500		\$20,900

Table 3: New Academic Degree Program Proposal Summary

Campus: Indiana University - Purdue University Fort Wayne
 Program: Bachelor of Science with a major in Information Technology

	<u>Year 1</u> <u>FY 2011</u>	<u>Year 2</u> <u>FY 2012</u>	<u>Year 3</u> <u>FY 2013</u>	<u>Year 4</u> <u>FT 2014</u>	<u>Year 5</u> <u>FY 2015</u>
I. Prepared by Institution					
Enrollment Projections (Headcount)	11	20	30	40	52
Enrollment Projections (FTE)	5	11	16	20	26
Degree Completion Projection	0	3	5	7	9
New State Funds Requested (Actual)	0	0	0	0	0
New State Funds Requested (Increases)	0	0	0	0	0

II. Prepared by Commission for Higher Education

New state Funds to be Considered for
Recommendation (Actual)

New State Funds to be Considered for
Recommendation (Increases)

Comment:

CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:



University Resources Policy Committee

THE SENATE
260-481-4160 • FAX: 260-481-6880

To: The IPFW Senate
From: University Resources Policy Committee
Subject: For Information Only
Report from Library Subcommittee
Date: March 22, 2010

The University Resources Policy Committee requests that the report entitled “Helmke Library Funding Concerns and Recommendations” be placed on the agenda of the Senate meeting of April 12, 2010,

For Information Only.

Approving

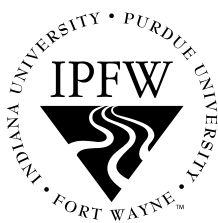
Bruce Abbott
Suleiman Ashur
Robert Barrett
Walter Branson
James Burg
Jack Dahl
Jonathan Dalby
Peter Dragnev
Richard Elaver
Peter Iadicola
William McKinney
Kirk Tolliver

Not Approving

Absent

Judith Garrison
Jay Harris
Tammy Lahrman
Ashley McArdle
Zelimir Todorovic

IPFW WALTER E. HELMKE LIBRARY



HELMKE LIBRARY FUNDING CONCERNS AND RECOMMENDATIONS

PREPARED BY CHERYL TRUESDELL, DEAN
SUBMITTED BY IPFW SENATE LIBRARY SUBCOMMITTEE
FEBRUARY 26, 2010

Summary of Concerns and Recommendations

In the last ten years the number of FTE students at IPFW has grown from 6,629 to 9,638 in 2009, a 45% increase. From 1999 to 2009, IPFW has added nine undergraduate programs and nine graduate programs. These include baccalaureate degrees in civil engineering, computer engineering, computer engineering technology, interior design, art education, theatre teaching, music education, hospitality management, and human services. Masters programs have been added in mathematics, sociological practice, speech language pathology, special education, engineering, organizational leadership and supervision, technology, public management, and nursing. The number of new buildings and building renovations has continued at a rapid pace.

While the campus has been growing exponentially, the IPFW library, responsible for serving the information needs of the entire campus, has seen little growth in personnel, funds for the collection, and in building infrastructure and facilities upgrades. A complex organization like an academic library cannot endure indefinitely with its resources stretched to the limit before it starts to unravel. Continued deficiencies in library funding at IPFW will result in the deterioration of library services, collections, and facilities.

Library Staffing Levels

Library staff are providing first-rate services including one-on-one research consultation on-demand and by appointment, outreach reference via Instant Messaging (IM), e-mail, and mobile services across campus, 24-hour access to electronic reserves, electronic academic journals and books, document delivery services, and unique local digital collections. Librarians with subject expertise are assigned to each department (except the College of ETCS) to assist students and faculty with research, provide information literacy instruction online and in conjunction with faculty in the classroom, assist with collection development, and provide data and analysis for program review, assessment, and accreditation. With the continued growth of the campus, library employees are now being asked to respond to the information needs generated by over 13,000 students, 1,600 faculty and staff in approximately 200 academic degree and certificate programs at the undergraduate, graduate, and faculty research level.

Recommendations

- ▶ *Planned steady growth in both library support staff and tenure-track librarians is needed for the library to continue providing quality service.*
- ▶ *Allocate the remaining \$150,000 increase targeted for library services in the 2001-2007 IPFW Strategic Plan to increase the number of librarians and staff support.*

Current Status

- ▶ IPFW library has just ten tenure-track librarians including the dean. Seven librarians are liaisons to approximately 200 academic programs in nine colleges, schools and divisions. In most cases one librarian is responsible for the research needs of over 1,000 majors (some almost 2,000 majors) and more than 50 faculty.
- ▶ The Association of College and Research Libraries' quantitative standards for academic library staffing indicate that IPFW, as a comprehensive Master's I university, should at minimum employ 29 librarians.

- ▶ Within IPFW's current set of peers, the library ranks last (12 out of 12) in total staff per student FTE. In a comparison of libraries within the IU regional campus system, IPFW library ranks last in total staff per student FTE.

Concerns

- ▶ Demands for more research assistance, information literacy instruction and assessment, longer library hours, and increased document delivery services.
- ▶ Danger of burnout, illness, and frustration in a dedicated staff.
- ▶ Recently the Computer Science program accreditation team reported only two recommendations for improvement, one of those was to hire a librarian liaison for the College of ETCS.

Library Collection

From 1999 to 2009, IPFW has added nine undergraduate programs and nine graduate programs. Each new program generates demand for additional materials. Graduate programs and programs that require accreditation are especially resource intense. Accreditation renewals in engineering, education, music, music therapy, nursing, chemistry, dental education, computer science, business, and public affairs all have library components that must show adequate resource support.

Recommendation

- ▶ *Allocate over the next four years the \$500,000 increase targeted in the 2008-2014 Strategic Plan to improve library collections and services.*

Current Status

- ▶ The average cost of library acquisitions has increased considerably. Since 1989, there has been an overall average book and e-book price increase of 55%. Reference book and e-book prices have increased 233% in that same time period (Choice, April 2009, p. 1456).
- ▶ The cost of scholarly journals has been increasing even more dramatically. The latest U.S. Periodicals Price Index provides data on periodical price increases compared to the Consumer Price Index (CPI) and the Higher Education Price Index (HEPI). The data show that U.S. serial prices continue to rise at approximately twice the rate of the HEPI and more than three times the rate of the CPI (U.S. Periodical Price Index, pg. 9, 2005).
- ▶ The Helmke Library materials budget has been virtually flat for 20 years. From 1999 to 2009 there has been only one significant increase in the materials budget and that was in the 2004-2005 fiscal year. The library received a \$100,000 increase in the materials budget (the 2001-2007 IPFW Strategic Plan targeted \$350,000 to improve library collections and services) which averaged over 11 years is less than a \$10,000/year increase to purchase library materials where costs have been rising at triple the rate of the Consumer Price Index.
- ▶ Comparisons with other Indiana University campus libraries show that the IPFW library materials budget at \$74.36 per student FTE is the lowest of all IU regional campuses.

- ▶ A comparison with IPFW's peer institutions for 2001-2007 showed that the IPFW library ranked last, 13 out of 13, in library materials expenditures per student FTE.
- ▶ Within the current set of peer institutions IPFW library ranks 6 out of 12 in library materials expenditures per student FTE. This change in rank is due to a variety of factors, including increases in endowment interest income and the nature of the new peer institutions.

Concerns

- ▶ Over the last five years, the library's materials expenditures have exceeded the university allocation for materials and the entire library endowment income. This deficit has been covered by gift funds that are almost exhausted.
- ▶ Endowment interest income is expected to decrease by 10-15% in the next few years due to the economic downturn. The fall 2009 interest income was 10% below that of fall 2008.
- ▶ This fiscal year, 2009-2010, the library cancelled databases and serials subscriptions totaling approximately \$40,000.
- ▶ The next round of cancellations, 2010-2011, will involve cuts to journals for which we will have no full-text access in any database. We have already received invoices for several large journal packages that include price increases of 11.6% (American Chemical Society); 7.5% (Wiley/Blackwell); and 6% (IEEE Explorer). The current library materials budget and endowment income will not cover these increases nor will Document Delivery Services be able to absorb the increased demand for articles in journals to which we can no longer afford to subscribe.

Library Building and Facilities

Campus investment in buildings, facilities, and renovations in the last 10 years has been outstanding. The Science Building opened in 1998, the Rhinehart Music Center in 2007, the Medical Education building in 2009, and the Student Services Complex begun this year will be completed in 2011-2012. Other campus structures such as Parking Garage #2, The Willis Family Bridge, Soccer Support Facility, Student Housing, and the new bridge to the Holiday Inn have also been completed. The library has not been included in this recent set of capital projects.

Recommendations

- ▶ *Fulfill Goal 1, Action Priority 5C. of the IPFW 2008-2014 Strategic Plan to "build a Learning Commons in Helmke Library."*
- ▶ *Complete other renovations needed throughout the 37 year old building, such as a makeover of the first floor, carpet on the third floor, compact shelving for the basement, electrical, lighting, and HVAC upgrades.*
- ▶ *Invest in new chairs, tables, and carrels for student use in the public spaces of the library.*

Current Status

- ▶ The library is overdue for an upgrade in its infrastructure. The Director of the Physical Plant has said

the library is structurally built to stand for a hundred years, but its infrastructure, electrical and HVAC, needs to be replaced every 30-35 years. The library is 37 years old and needs an upgrade.

- ▶ The Service Desk, the first thing you see when you walk into the building, is a hodge-podge of mismatched desks salvaged over the years.
- ▶ Much of the library's furniture (tables, chairs, and carrels) dates from opening day in 1972.
- ▶ Shelving has been assembled and disassembled many times to accommodate the growing collection and is showing the wear.
- ▶ Carpet on the third floor is the original 1972 carpet and is faded, stained, and fraying.

Concerns

- ▶ Library's HVAC is not energy efficient. It is difficult to regulate and often leaves employees and library users shivering from the cold.
- ▶ The 1972 library building was constructed years before computers became the dominant method for information discovery and delivery. Current library infrastructure cannot support the amount of computing planned for the second floor IPFW Learning Commons.
- ▶ Chairs in the public areas are not ergonomically conducive to study and tables are not suitable for the modern day laptop user.
- ▶ 37 year old carrels and tables fall apart if moved, a dangerous situation for students who often move furniture to suit their needs.
- ▶ In each of the last 10 years the library has welcomed approximately 300,000 users, in 2009 well over 300,000. It should be a focal point for campus pride, and a *recruiting tool for world-class faculty and students*, not shabby and careworn.

Conclusion

The university is now preparing its self-study for the 2010 North Central Association of Colleges and Schools reaccreditation application. The evaluation team for IPFW's last North Central accreditation in 2000 cautioned that the library's budget is supplemented by the income from an endowment, but that "the administration needs to ensure that the availability of endowment income does not become an excuse for lowering institutional support" (p. 38).

The library is at the heart of the university academically and physically. It provides innovative, state-of-the-art, essential, and relevant resources and services. It has been an outstanding steward of university funds, using limited resources to create a highly respected and valued asset for IPFW and the community. Imagine what could be done with a realization of the 2001-2007 and 2008-2014 IPFW Strategic Plans financial commitment beginning now and continuing over the next five years.