

Minutes of the  
Seventh Regular Meeting of the Thirty-Third Senate  
Indiana University-Purdue University Fort Wayne  
March 17 and 24, 2014  
12:00 P.M., Kettler G46

Agenda

1. Call to order
2. Approval of the minutes of February 10 and 17, 2014
3. Acceptance of the agenda – B. Valliere
4. Reports of the Speakers of the Faculties
  - a. Purdue University – P. Dragnev
  - b. Indiana University – M. Nusbaumer
5. Report of the Presiding Officer – A. Downs
6. Committee reports requiring action
  - a. Faculty Affairs Committee (Senate Document SD 13-22) – J. Badia
  - b. Faculty Affairs Committee (Senate Document SD 13-23) – J. Badia
  - c. General Education Subcommittee (Senate Document SD 13-24) – A. Downs
  - d. University Resources Policy Committee (Senate Document SD 13-25) – M. Lipman
  - e. Educational Policy Committee (Senate Document SD 13-26) – Y. Zubovic
  - f. Educational Policy Committee (Senate Document SD 13-27) – Y. Zubovic
  - g. Educational Policy Committee (Senate Document SD 13-28) – Y. Zubovic
  - h. Educational Policy Committee (Senate Document SD 13-29) – Y. Zubovic
7. Question Time
  - a. University Resources Policy Committee (Senate Reference No. 13-28) – M. Lipman
8. New Business
9. Committee reports “for information only”
  - a. Executive Committee (Senate Reference No. 13-29) – B. Valliere
  - b. Curriculum Review Subcommittee (Senate Reference No. 13-30) – R. Jensen
  - c. Curriculum Review Subcommittee (Senate Reference No. 13-31) – R. Jensen
10. The general good and welfare of the University
11. Adjournment\*

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

Presiding Officer: A. Downs  
Parliamentarian: J. Malanson  
Sergeant-at-Arms: G. Steffen  
Secretary: S. Mettert

**ATTACHMENTS ON BACK**

---

Attachment:

- “Approval of replacement member of the Faculty Affairs Committee” (SD 13-22)
- “Upward Feedback of Campus-Wide Program Directors” (SD 13-23)
- “Approval of replacement member of the General Education Subcommittee” (SD 13-24)
- “Guiding Principles for IPFW budgets” (SD 13-25)
- “EPC Findings in Response to the Task Assigned to EPC by SD 13-13” (SD 13-26)
- “Proposed Change to Grade Appeals Policy SD 82-2” (SD 13-27)
- “Proposed Change to Academic Regulations 4.0 Academic History” (SD 13-28)
- “Proposed Change to Academic Regulations 10.0 Degrees” (SD 13-29)
- “Resolution to reaffirm the Charge of the Educational Policy Committee to Review and Recommend Admission Standards to IPFW” (SD 13-30)
- “Enrollment and Regional Campus Metrics” (Attachment A)
- “Enrollment Management Projections” (Attachment B)

Session I  
(March 17)

Senate Members Present:

T. Adkins, M. Alhassan, S. Ashur, J. Badia, S. Batagiannis, E. Blakemore, S. Carr, V. Carwein, C. Chauhan, H. Di, C. Drummond, C. Duncan, C. Erickson, A. Eroglu, C. Gurgur, G. Hickey, R. Hile, P. Iadicola, R. Jensen, M. Jordan, D. Kaiser, M. Lipman, A. Livschiz, D. Miller, D. Momoh, M. Montesino, M. Nusbaumer, R. Rayburn, H. Samavati, S. Savage, A. Schwab, S. Stevenson, R. Sutter, H. Sun, H. Tescarollo, B. Valliere, N. Virtue, M. Wolf, M. Yen, Y. Zubovic

Senate Members Absent:

M. Vega-Brown, J. Casazza, C. Crosby, B. Dattilo, S. Davis, P. Dragnev, C. Ganz, T. Grove, L. Johnson, G. Karaatli, B. Kingsbury, D. Liu, G. McClellan, J. Niser, R. Pablo, L. Vartanian

Faculty Members Present:

L. Kirkhorn, J. Leatherman, S. Sarratore, M. Sharma, C. Sternberger

Visitors Present:

Acta

1. Call to order: A. Downs called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 10, 2014: The minutes were approved as distributed.
3. Acceptance of the agenda:

B. Valliere moved to approve the agenda as distributed.

The agenda was approved as distributed.

4. Reports of the Speakers of the Faculties:

a. Purdue University:

P. Dragnev: Purdue Speaker was absent, therefore no report from Purdue Speaker.

b. Indiana University:

M. Nusbaumer: I experienced a unique irony recently. Assuming the governor signs off on this it will now be against our policy to smoke a cigarette on campus or in your car, but we are more than welcome to have a loaded gun. My other concern, last month we held a faculty assembly over the budget cutting process. Although structurally there has been created opportunities for faculty input, but we have less than a quarter left of this academic year and I am very concerned that does not give us near enough time to have faculty input.

5. Report of the Presiding Officer – A. Downs:

A. Downs: First, I would like to applaud everyone for turning in a report. Second, the Promotion and Tenure task force has been meeting quite frequently. A lot of very good work is getting done, but the chances are slim that it will meet its deadline this year.

6. Committee reports requiring action:

a. Faculty Affairs Committee (Senate Document SD 13-22) – J. Badia:

J. Badia moved to approve Senate Document SD 13-22 (Approval of replacement member of the Faculty Affairs Committee).

Motion to approve passed on a voice vote.

b. Faculty Affairs Committee (Senate Document SD 13-23) – J. Badia:

J. Badia moved to approve Senate Document SD 13-23 (Upward Feedback of Campus-Wide Program Directors).

Senate Document SD 13-23 was recommitted to the Executive Committee.

c. General Education Subcommittee (Senate Document SD 13-24) – A. Downs:

A. Livschiz moved to approve Senate Document SD 13-24 (Approval of replacement member of the General Education Subcommittee).

Motion to approve passed on a voice vote.

d. University Resources Policy Committee (Senate Document SD 13-25) – M. Lipman:

M. Lipman moved to approve Senate Document SD 13-25 (Guiding Principles for IPFW budgets).

Motion to approve passed on a voice vote.

e. Educational Policy Committee (Senate Document SD 13-26) – Y. Zubovic:

Y. Zubovic moved to approve Senate Document SD 13-26 (EPC Findings in Response to the Task Assigned to EPC by SD 12-13).

Motion to approve passed on a voice vote.

f. Educational Policy Committee (Senate Document SD 13-27) – Y. Zubovic:

Y. Zubovic moved to approve Senate Document SD 13-27 (Proposed change to Grade Appeals Policy SD 82-2).

Y. Zubovic moved to suspend the rules in order to vote on SD 13-27 in the same meeting. Seconded.

Motion to approve suspending the rules passed on a voice vote.

Motion to approve SD 13-27 passed on a voice vote.

g. Educational Policy Committee (Senate Document SD 13-28) – Y. Zubovic:

Y. Zubovic moved to approve Senate Document SD 13-28 (Proposed Change to Academic Regulations 4.0 Academic Honesty).

Y. Zubovic moved to suspend the rules in order to vote on SD 13-28 in the same meeting. Seconded.

Motion to approve suspending the rules passed on a voice vote.

Motion to approve SD 13-28 passed on a voice vote.

h. Educational Policy Committee (Senate Document SD 13-29) – Y. Zubovic:

Y. Zubovic moved to approve Senate Document SD 13-29 (Proposed Change to Academic Regulations 10.0 Degrees).

Motion to approve voting in April 2014 meeting passed on a voice vote.

7. Question Time:

a. University Resources Policy Committee (Senate Reference No. 13-28) – M. Lipman:

Q: (For full question please see Senate Reference No. 13-28)

V. Carwein presented information (See Attachment A)

C. Drummond presented a PowerPoint presentation (See Attachment B).

The meeting recessed at 1:15 until noon, Monday March 24, 2014.

Session II  
(March 24)

Senate Members Present:

M. Alhassan, S. Ashur, J. Badia, S. Batagiannis, E. Blakemore, M. Vega-Brown, S. Carr, V. Carwein, C. Chauhan, B. Dattilo, S. Davis, P. Dragnev, C. Drummond, C. Duncan, A. Eroglu, C. Gurgur, G. Hickey, R. Hile, P. Iadicola, R. Jensen, M. Jordan, D. Kaiser, M. Lipman, A. Livschiz, G. McClellan, D. Miller, M. Nusbaumer, R. Rayburn, H. Samavati, S. Savage, A. Schwab, M. Sharma, S. Stevenson, H. Sun, L. Vartanian, N. Virtue, M. Wolf, Y. Zubovic

Senate Members Absent:

T. Adkins, J. Casazza, C. Crosby, H. Di, C. Erickson, C. Ganz, T. Grove, L. Johnson, D. Liu, D. Momoh, M. Montesino, J. Niser, R. Pablo, R. Sutter, H. Tescarollo, B. Valliere, M. Yen

Faculty Members Present:

J. Leatherman, B. Kingsbury, C. Sternberger

Visitors Present:

P. McLaughlin

Acta

A. Downs reconvened the meeting at 12:01 p.m. on March 24, 2014

M. Nusbaumer: Carl you broke down transfers from within the system and outside of the system. Does the completion rate of those people vary dramatically between them?

C. Drummond: There are actually three categories. There is intercampus permanent, intercampus temporary, and transfers from outside the system. Yes, there are differences between the three categories.

M. Lipman: If I am right none of those populations contribute to our first time in and how many years out.

C. Drummond: They count in the total for number of degrees granted.

P. Iadicola: For the chancellor, I asked you to read through some of the reports for environmentally planning purposes. IPFW tends to recruit to a rather limited geographical area, and I was wondering if you had any analysis looking at some of the demographic changes looking at the Fort Wayne area?

V. Carwein: I know George has done some work at the Ohio County.

G. McClellan: All the analysis I have seen has been state, but I can purse that data I just do not have it on hand at this moment.

P. Iadicola: Carl in regards to one of your graphs you talked about the end of the admissions in terms that have the highest profits in retention. I was wondering if you know if an analysis has been done that differentiates those who are successful and those who are not in the tail of that distribution?

C. Drummond: So, you are talking about the grade point average of the students after the first year. Again, I do not want to over speak for George, but I would say if there was a common characteristic of those that have low GPA's they do not go to class. The participation rate is not because they fail out with a 59.9% in every single class.

G. McClellan: We are looking at a couple different projects. We are looking at two different studies of the successful students when they were here, and what their moments or experiences are between staying and going. In the fall term we hope to have two studies done of this. In the meantime, I would say Carl is right that the single most variable we are going to find is motivation.

L. Vartanian: I would offer the suggestion that one thing I have observed over the years is that when you have a failure experience you identify patterns. It is not just an immediate fail, the rule is you have to be in trouble first and then the next semester you fail out. I think there has to be a sequence pattern.

G. McClellan: One of the members of Higher Education sort of said I would like the advisors to come to us and explain to us why they would ever advise a student to take less than a full load. About your broader point Lesa, pathway analysis is something we are looking at.

M. Sharma: George, does IPFW have a system that by which a fresh brand new high school graduate is required to actually take a 1 credit hour class where we actually highlight the pathway to success?

G. McClellan: We do not have a single required course. That was explored as part of the Foundations of Excellence Studies. That document was done before I came in, and now we have been implementing the findings. As I understand it because of the needs of different major's people did not want to identify a single course that would work across all colleges. So, a set of outcomes for the first year were identified, and every college was asked to assure that those outcomes were being addressed, and part of that was success. So every college as a class that is required for that in their curriculum. The one nationally best practice is a freshmen seminar construct, and we have not implemented that at IPFW.

M. Sharma: If you break down the data of students on our campus you will notice that the older students do better than the younger students. At least I have observed that in my class. I do not teach 18 and 19 year olds, but I think why older students do better is, because they understood the impact of economic cost. I think explaining this to our younger students, because one day these 18 and 19 year olds will be 30 someday. I think young people's brains have not matured enough yet, and do not understand the risk side just the rewards side. I would like that domain to be executed and not just given to a particular college, but to make it a mandate to every student when they are admitted to the college.

G. McClellan: I appreciate the suggestion, and the Senate is the right place to take that situation up. I want to take a couple steps back, but many 18 students do not believe they will be 30 someday. I think this where we have to connect them with something they want. I think those exercises in linking being successful with getting what you want is a lot more promising, than if you do not go to college here is what you may not get. In regard to adult learners, looking at the statistics I do not know if it is older and younger, but full-time and part-time. Our part timers do not do as well, retention wise. And as you were telling your story my thought was the ones you see in the classroom are the ones who succeed. There is a lot more of them who are not though.

P. Iadicola: Just a follow up on my earlier question, regarding the retention. Are you hoping identify factors that could inform the admissions process at all?

G. McClellan: It is not what I expect to come out of it, but what I expect to come out of it is to see what those faculty interactions that really make difference are.

D. Kaiser: Listening to you, I think talking to these students to find out what the reason was why they left. I do not know how hard that would be to do, but to me that is more valuable.

G. McClellan: I would like to chase that harder than we have. The couple of times that we have done it we found out it was money, or we did not offer the major they wanted. It has been five years since anyone has chased those numbers that I know of.

H. Samavati: I would like to say thank you very much for the presentation, but one question I do have. Does IPFW have a pricing control over the tuition and the money that we charge? If, we do can we use price elasticity on demand, because we are in competition with other Universities?

G. McClellan: That is an excellent question. The answer at the moment is no. When Dave Peterson became the new Director of Financial Aid we took some money out of reserves in Student Affairs, and currently having a company doing that pricing study. Things we are taking a look at are where are the price points of sensitivity for our students, and also looking at where are the points of decisions in the A formulas. For example, if we give a student \$50 does it make it any difference in what they are likely to do verses if we give them \$100? Where are those points of impact? As soon as we get that data my intention is to bring it in here and share it with all of you. Then we need to use it as part of our general planning. By the end of this term we should have this data, and I believe it to be a quality study.

H. Samavati: My colleagues and I found quite a bit of information just from the websites without official data on how much IPFW charges, and how much Ball State charges.

G. McClellan: We are mindful of the peer price.

N. Virtue: My question is in regards to Carl's slides. Carl I recognize when you were talking about International Education Strategic Planning it was in direct response to student recruitment. This is not a criticism of what you talked about and did not talk about. Looking at the strategic plan it looks like that the emphasis is really divided. Not just between International Student Recruitment, but also Promotion of the International Curriculum and so forth. Are there discussions taken place of how to address other parts of strategic plan?

C. Drummond: We can create all the research agreements we want, but collaborative research only occurs successfully when there are personal relationships between the researchers. Just crafting an agreement with another university is a no guarantee, because you sort of have to make friends before you can publish papers. In terms of internationalizing the curriculum, that office has not played a role in that yet. Those ultimately begin at a department level, and the curriculum is the department. I think we can do things to promote it, and work with those departments to offer courses with that content, but there has been no high level planning to do that.

N. Virtue: I do actually think the higher level can play a key role, but in the past I think there were real efforts to bring together those pieces. For example, International Research can be understood much more broadly than just making collaborations with other International Universities. There were efforts to begin building that at a certain point, and I would just appreciate a reopening of that.

P. Iadicola: Just a question on the chancellor's conclusion. You know in the time of limited resources you continued with your claim that this is a state of a business model. My concern is that since 2007 Indiana is now paying less per student than the student is paying for higher education. Unfortunately, Indiana is one of those states that seems to be leading the way in some of these areas, in terms that we do some funding for higher education. I would like to see us do an analysis of the environment, and make a particular role that the leadership of this University as well as the State is really advocating that responsibility to



provide for quality education. In my classes I look around the majority of my students are working half or full-time while going to school. It is important that when we do analysis about the environment that we pay particular note to the fact that there is a continuation of state support for higher education. This particularly affects universities, in which most of the students are working students.

S. Savage: To get back to the tuition question and the possible effects of retention rates. I am wondering, because a lot of people say when things get bad they raise cost. There are a couple intuitions, Converse, for instance, in the face of this bad economic they would actually lower tuition rates, and maybe you would get more enrollments. I do not know if there has been any looking into this, but I am wondering if we would get an increase in enrollment.

G. McClellan: I am hoping that is the kind of thing that will come out of the study we are doing. That is a possibility, driving back from Chicago the other day I saw this sign that said, "College at half the price and you graduate in 3 years." Clearly there are some people that are banging away at that. In some markets, for example, we are launching this returners program. We are trying to get people who have been gone for at least two years, but were close to a degree to come back. We are saying to them that if they come back this fall and stay in enrolled continuously to completion we will give you 50 percent off tuition. So, we are experimenting in some ways with that strategy, and hopefully this price study will tell us if we should look more broadly at that.

A. Downs: There was actually legislation that was introduced, that did not go anywhere last session. This would have allowed students to defer payments to state institutions. It got assigned to a committee, but died.

S. Carr: I am still a little unclear about the information we have on student profile. It seems like what we have been saying is that if a student gets a bad grade or a series of bad grades they do not return. How much of a student not returning has to do with student grades?

G. McClellan: Here again, I will say we can use better data than we have. Personally, on 30 years of doing this I do not think it is simply a bad grade that sends them away. We have students that get bad grades and stay. I think the difference between those two students is their motivation.

S. Carr: As I wonder if that lack of persistence is something that happens in the classroom or outside the classroom, and if in some ways those are influencing that internal persistence.

G. McClellan: I suspect that is the case. Again, there are so many things you can tackle at one time. We have wanted to look at who stays and why they stay. I think it is important to make another round at those people who leave, and try to figure out why they leave.

M. Lipman: I would like to pull this discussion back to the original topic about the budget. Is there some way we can take this discussion we have had and the data that we are working

on, and apply it students before they come in? In other words can we prevent the failure? It is nice once we get them, but it is crucial once we get them.

G. McClellan: I think we have considerable resources to identify trouble early. We have Advisors, Success Coaching, Don-to-Don's, and the Map Works. These are all early warning signs. How widely adopted those are across the university is one, and connecting students to that motivation piece. We do not have as wide adoption of those strategies as we would like. There is one particular strategy out there, and the notion is who does not show up the first three weeks of classes is an indicator they are likely to not succeed. We do not have a mandatory attendance tracking reporting structure. We have lots of other early response indicators, and we could have them adopt it more across campus.

Another thing we can change is pre-entry. One of my dream projects is to put model lecturers online, and students beforehand could get a look at a college lecturer if they do not know how one works. The other thing is we can change admission variables again, but I'm with Carl there is going to be a ceiling we are going to come across if we do that.

8. New business:

a. (Senate Document SD 13-30) – P. Iadicola:

P. Iadicola moved to approve SD 13-30 (Resolution to reaffirm the Charge of the Educational Policy Committee to Review and Recommend Admission Standards to IPFW). Seconded.

Motion to approve passed on a voice vote.

9. Committee reports “for information only”:

a. Executive Committee (Senate Reference No. 13-29) – B. Valliere:

Senate Reference No. 13-29 (Items under Consideration by Senate Committees and Subcommittees) was presented for information only.

b. Curriculum Review Subcommittee (Senate Reference No. 13-30) – R. Jensen:

Senate Reference No. 13-30 (Concentration in Ecology and Evolutionary Biology) was presented for information only.

c. Curriculum Review Subcommittee (Senate Reference No. 13-31) – R. Jensen:

Senate Reference No. 13-31 (Bachelor of Science in Medical Imaging) was presented for information only.

10. The general good and welfare of the University:

P. Dragnev: I just wanted to say the new big thing in Purdue system is combining the administrative Purdue Calumet and Purdue North Central. One of the things pointed out by the chair of the board is the administrative savings will then be applied towards more tenure-track faculty. Of course, that is irrelevant to us, but what is relevant to us is what will be done with the resources. The focus is building better programs, and I hope this will be taken into consideration when we do our budget for the next year.

M. Nusbaumer: We began this Senate meeting acknowledging the work of the Promotion and Tenure task force. I wanted to acknowledge Andy's monumental efforts to lead us and guide us. I know sometimes leading faculty is like herding cats.

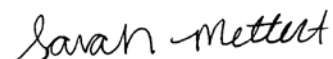
V. Carwein: IPFW has its first gold logger scholar this coming year. This is the premier of Undergraduate Research Award in the United States for mathematics, natural science, and engineering. It is a young man in Biology, Michael Wrap. George Mourad has been his primary faculty mentor. There were almost 1200 nominees by faculty across the United States and 283 scholarships. This is a big deal for us.

A. Downs: Thank you very much for the compliment Mike. I also want to mention to people that the 2014 Student Poster Symposium is this Friday from 9-3 in the bridge between the Library and the Union.

Y. Zubovic: I just want to remind everyone that you should of got an email about the deadline for withdrawals and that it got extended to March 28. Just a little bit of history as to how this happen. EPC had got a request from Student Government that faculty members had delayed the timing of their tests, and students would not be getting test results in enough time. So, we made the request to the vice chancellor to extend that deadline

G. McCellan: Saturday is the big event. We have over 1,000 volunteers, and there is still time to volunteer. If you want to volunteer contact Krissy Creager's office in Student Life. It should be an amazing day of service throughout the Fort Wayne area.

11. The meeting adjourned at 1:15 p.m.



Sarah Mettert  
Secretary of the Faculty

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee  
Janet Badia, Chair

DATE: January 31, 2014

SUBJ: Approval of replacement member of the Faculty Affairs Committee

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

WHEREAS, There is one vacancy on the Faculty Affairs Committee during spring 2014; and

WHEREAS, Faculty Affairs Committee has appointed Cheryl Duncan as a replacement member for spring semester 2014;

BE IT RESOLVED, That the Senate approve this appointment.

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee  
Janet Badia, Chair

SUBJ: Upward Feedback of Campus-Wide Program Directors

DATE: January 17, 2014

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, Senate Document 97-23 as amended by SD 09-7 recommends that all administrators at and above the level of Department Chairs be evaluated;

WHEREAS, directors in charge of campus-wide programs under the Office of the Vice-Chancellor of Academic Affairs do not currently receive upward feedback;

BE IT RESOLVED, that annual upward feedback of program directors under the VCAA should take place and that SD 97-23 as amended by SD 09-7 be amended as follows:

TO: Fort Wayne Senate

FROM: Downs, Chair  
Faculty Affairs Committee

SUBJECT: Upward Feedback: Review of Administrators

DATE: 23 March 1998

DISPOSITION: To the Presiding Officer for implementation

Whereas, the Faculty Affairs Committee charged itself with reviewing the Upward Feedback evaluation form and process; and

Whereas, the Faculty Affairs Committee has completed its review;

It therefore recommends to the Senate that

1. All department chairs and associate deans be evaluated by departmental faculty each year, using a method determined according to the governance procedures of the school in which the department is located, and that the results of these evaluations be distributed to the chair or associate dean, and the relevant dean only, to be used for evaluation and improving administrative performance; and
2. All academic administrators above the level of chair, ~~including Associate Vice Chancellors,~~ holding faculty appointments, **including Associate Vice Chancellors and directors who report to the VCAA**, be evaluated by the Upward Feedback process during February each year; and
3. All faculty in the unit(s) for which the academic administrator is responsible or interacts, be invited to participate in the process; and
4. The form be redesigned so as to be appropriate to the job description of the subject and the relationship of the faculty evaluator to the subject; and
5. The Faculty Affairs Committee be responsible for supervising the use of the Upward Feedback process, including revising the forms, distributing and collecting them, and arranging for them to be collated by the Office of Institutional Research and Analysis; and

6. The results be distributed to the subject and the subject's supervisor only, to be used for evaluation and improving administrative performance; and

7. The evaluation forms for Associate Vice Chancellors be developed and revised by the Faculty Affairs Committee of the Senate and the evaluation forms for Associate Deans by the requisite School/College.

Approving

J. Badia

D. Liu

H. Samavati

B. Valliere

L. Vartanian

Nonvoting

J. Anderson

Absent

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Andrew Downs, Chair  
General Education Subcommittee

DATE: February 3, 2014

SUBJ: Approval of replacement members of the General Education Subcommittee

---

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

WHEREAS, There is a vacancy on the General Education Subcommittee; and

WHEREAS, The General Education Subcommittee has voted unanimously to appoint Associate Professor Mark Jordan of the Department of Biology in the College of Arts and Sciences as a replacement member for the remainder of the 2013-14 academic year;

BE IT RESOLVED, That the General Education Subcommittee requests the Executive Committee to forward this appointment to the Senate for approval.

Approving

S. Amidon  
S. Anderson  
A. Downs, Chair  
M. Fritz  
A. Livschiz  
S. Sarratore (ex-officio)  
L. Wright-Bower

Note: Questions concerning this document should be addressed to Andrew Downs at 481-6691 or [downsa@ipfw.edu](mailto:downsa@ipfw.edu).



TO: Fort Wayne Senate  
FROM: Marc Lipman, Chair  
University Resources Policy Committee  
SUBJECT: Guiding Principles for IPFW budgets  
DATE: 20 FEB 2014

BE IT RESOLVED THAT,

IPFW budgets will be driven by the following guiding principles:

1. The primary mission of the university is education and scholarship. Prioritization of funding should reflect the priority of those funded activities that directly impact these activities. Administrative functions should be in direct support of the primary mission of the university and accountable to this purpose.
2. The IPFW strategic plan will guide budgetary decision-making regarding operations and support for appropriate transformational initiatives with a priority on providing support to the primary mission of the university
3. Metrics will be developed for the university and all units to measure over time the university's and each unit's contribution to the primary mission. Where possible, common metrics will be developed and employed across units. Where possible, these metrics will be measured against comparable institutions' data.
4. Performance on these metrics will drive budget allocations, with the goal to improve the delivery of the primary mission of the university.
5. Transparency throughout the budget process is essential. This includes educating the entire campus community about metrics, the budget, and the budget process.

Approving

Non Voting

Absent

Sarah Didier  
Peter Dragnev  
Cyndy Elick  
Abdulla Eroglu  
Cigdem Gurgur  
Peter Iadicola  
Marc Lipman  
John Niser  
Mike Wolf

H. Jay Harris

Carol Crosby  
Bradley Crowe  
Stanley Davis  
Carl Drummond (at voting)  
Bruce Kingsbury  
Bob Wilkinson

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair  
Educational Policy Committee

DATE: February 14, 2014

SUBJ: EPC Findings in Response to the Task Assigned to EPC by SD 12-13

In February 2013, Senate passed a resolution SD12-13, which charged EPC with “investigating the role of faculty in establishing the admission criteria and make recommendations for the role faculty should play in future decisions on the establishment of admission standards.”

EPC investigated this matter in Fall 2013. EPC members contacted all individuals still at IPFW who were involved in the decision to make an adjustment to the admission criteria to find out how the decision was reached and how faculty were involved in the process.

The investigation yielded the following results:

- The decision to make an adjustment to the admission criteria was made as a culmination of 18 months worth of data gathering, meetings, and deliberations, that involved representatives from the Office of Student Affairs, Office of Admissions, Office of Institutional Research, and Dean of COAS.
- Departments such as Math and English (i.e. departments that teach a lot of incoming freshmen) were asked for input in the process.
- Analysis was run on the academic fate of those students who would have been prevented from enrolling at IPFW due to the new standards. The results showed that all the students who fell into this category ended up failing out of IPFW within a few semesters, and none of them successfully completed any degrees. They left IPFW without a degree, without any record of successful acquisition of skills, but with new debt.

Therefore, the change in admission criteria does not result in depriving any potentially successful students of the opportunity to pursue higher education.

EPC finds that faculty input was sought and received in the “establishment of admission standards.”

Furthermore, when the most recent open forum was held in Fall 2013 to discuss admission standards at IPFW as part of the work done by the Strategic Planning Team, very few faculty members attended and even fewer contributed to the discussion.

Therefore, EPC makes the recommendation that in the future when there is an interest in making an adjustment to the admissions criteria, whether initiated “from above” (administration) or “from below” (faculty), that a similar collaborative process is followed.

Faculty input should be sought out at different points in the process. While there is some value to open forums, perhaps a better way to get more thoughtful comments from interested parties would be to send out a survey to all faculty seeking their comments on proposed changes.

EPC recommends that in the future, if new changes to admissions criteria are proposed, that a record of the process is maintained and made available, so that it is clear to see which individuals and groups were involved in the process. (For example, collecting data like what percentage of faculty responded to the survey about admissions criteria, with breakdown by colleges.) This will also make it easier to see the extent of faculty involvement (as compared to opportunities for faculty involvement), in case concerns similar to those that motivated SD12-13 arise in the future.

EPC recommends that in the event of changes to the admission criteria, a “for information only” report is made to the IPFW Senate that includes the history of the decision, the rationale for any change in admission criteria, the process by which the changes were determined, and the projected impact of the change.

Approving

Abdullah Eroglu

Cigdem Gurgur

Ann Livschiz

Hamilton Tescarollo

Yvonne Zubovic

Carl Drummond

Disapproving

Absent

Peter Dragnev

Non-Voting

Patrick Mclaughlin

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair  
Educational Policy Committee

DATE: February 26, 2014

SUBJ: Proposed Change to Grade Appeals Policy SD 82-2

WHEREAS, the current Grade Appeals Policy specified in SD 82-2 does not include language to ensure that the faculty member be provided with a copy of a grade appeal; and

WHEREAS, the current policy has sometimes led to questions about the appropriate procedures to be followed for grade appeals,

BE IT RESOLVED, that the Senate approve the following change in the grade appeals policy. Language to be added is shown in boldface.

**IPFW Grade Appeals Policy (SD 82-2, as amended on April 8, 2002)**

The grade appeals policy applies to all students enrolled at IPFW. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.

In appealing, the student must support in writing the allegation that an improper decision has been made and must specify the remedy sought. The student should seek the assistance of the dean of students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees; he or she may advise the student but may not speak for the student during the meetings.

Grades may be changed only by a university authority upon the decision of the Grade Appeals Subcommittee, or by the instructor any time prior to the decision of the Grade Appeals Subcommittee.

**Timing of Appeals**

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned. A final decision at each

step must be reported within thirty calendar days of the filing of an appeal at that step, provided that this deadline falls within the regular academic year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

### Steps in the Process of a Grade Appeal

1. Course instructor: The student makes an appointment with the instructor to discuss the matter. If the instructor is unavailable, the department or program chair shall authorize an extension of time or allow the student to proceed to Step 2. If the chair is unavailable, the dean of the school shall authorize the extension.
2. Department/school/program: If the matter has not been resolved at Step 1, the student makes an appointment with the chair of the department or program offering the course, who may make an informal attempt to resolve the appeal. If the appeal is not resolved informally, the chair will direct the student procedurally in making an appeal to the department, school, or program committee. Only one committee shall hear the appeal in Step 2. The student filing an appeal shall have the opportunity to be heard in person by the committee. **The instructor shall be provided with a written copy of the appeal and the identity of the student who filed the appeal.**
3. Grade Appeals Subcommittee: If the matter has not been resolved at Step 2, the student makes an appointment with the dean of students, who will direct the student procedurally in submitting the case to the Grade Appeals Subcommittee.

### Department/School/Program Appeals Procedure

Each department, school, or program will establish appeals procedures which provide for a committee of three or more Faculty members responsible for hearing grade appeals related to courses listed or administered by that department/school/program if those appeals have not been satisfactorily resolved between the student and the instructor or informally by the department chair. The procedures established by each department, school, or program shall provide for each case to be heard by only one such committee. The procedure shall provide the opportunity for the student to be heard in person, and for the decision to be reported in writing to the student and the instructor. A copy of each unit's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students upon request.

### Grade Appeals Subcommittee

This subcommittee shall consist of nine members elected from among the Voting Faculty according to procedures specified in the *Bylaws of the Senate*.

Before hearing the details of a case, the subcommittee will decide by majority vote whether to consider the appeal, and will report its decision in writing within 30 calendar days. The

bases for a decision to consider an appeal may include (but not be limited to) a finding that (1) improper procedures have been followed by university employees at earlier steps of the appeal; (2) new information is present; or (3) the instructor has declined to accept the department, school, or program committee's recommendation.

No member of the subcommittee may take part in an appeal involving a course or instructor from the member's department or program. Members should also recuse themselves from cases in which they have potential conflicts of interest, personal involvement in the case, schedules that will interfere with hearing the appeal in a timely manner, or other disqualifying causes. From those members remaining, the chair will select the five-person hearing panel. The panel members will elect a chair who will be responsible for making arrangements related to the case.

If the case is to be heard, the hearing will take place within 30 days of the decision to hear the appeal, or within 30 days of the start of the fall semester, whichever is applicable. Each member of the panel will vote on whether the appeal is valid and, if so, on what remedy should be provided. If the panel, by majority vote, finds in favor of changing a grade, the chair shall report this finding to the registrar and to the parties listed below. The decision of the panel is binding on all parties and may not be appealed.

#### Reporting of Subcommittee and Panel Decisions

The subcommittee and each panel shall report its findings and actions to the student, the department, school, or program from which the appeal came, the instructor, the chair of the student's department, the dean or director of the student's school or division, the dean of students, and (in the case of a panel decision) the chair of the Grade Appeals Subcommittee.

#### Approving

Peter Dragnev  
Carl Drummond  
Cigdem Gurgur  
Ann Livschiz  
Hamilton Tescarollo  
Yvonne Zubovic

#### Disapproving

#### Absent

Abdullah Eroglu

#### Non-Voting

Patrick McLaughlin

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair  
Educational Policy Committee

DATE: February 26, 2014

SUBJ: Proposed Change to Academic Regulations 4.0 Academic Honesty

---

WHEREAS, revisions to the IPFW Code of Student Rights, Responsibilities and Conduct were approved and endorsed by the Faculty Senate as stated in Senate Document SD 09-6; and

WHEREAS, Part III. A.1.a. of the Student Code states that a faculty member with information concerning an act of academic misconduct by a student enrolled in the faculty member's course "is required to hold a conference with the student concerning the matter within seven calendar days of discovering the alleged misconduct"; and

WHEREAS, Part III. A.1.c. of the Student Code states that "after imposing an academic sanction, the faculty member is required to report the matter and action taken within seven calendar days"; and

WHEREAS, the Academic Regulations were never revised to correspond to this change; and

WHEREAS, sections 4.3.1 and 4.3.2 under 4.0 Academic Honesty in the Academic Regulations are not consistent with the IPFW Student Code;

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations. Language to be added is shown in boldface and language to be removed is shown in strikeout.

**Academic Regulations**

**4.0: Academic Honesty**

**4.3.1: Initial decision.** An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ~~10~~ **seven calendar** days of discovering the alleged cheating, of

charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

**4.3.2: Reporting.** During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within ~~10 class~~ **seven calendar** days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

Approving

Peter Dragnev  
Carl Drummond  
Cigdem Gurgur  
Ann Livschiz  
Hamilton Tescarollo  
Yvonne Zubovic

Disapproving

Absent

Abdullah Eroglu

Non-Voting

Patrick McLaughlin



MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair  
Educational Policy Committee

DATE: February 26, 2014

SUBJ: Proposed Change to Academic Regulations 10.0 Degrees

---

WHEREAS, Section 10.2 of the Academic Regulations states that students fulfill the requirements in the Bulletin “current at the time of most recent entry or re-entry into that program at IPFW”; and

WHEREAS, there are inconsistencies as to how individual colleges and departments interpret this requirement; and

WHEREAS, a consistent set of bulletin term practices is desirable;

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations. Language to be added is shown in boldface and language to be removed is shown in strikethrough.

## Degrees

**10.0:** Degrees. Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

**10.1:** Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

**10.2:** Requirements for degrees. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the Bulletin ~~or its supplement or departmental regulation~~ current at the time of most recent entry or re-entry **to the university.** ~~into that program at IPFW, or with the written acknowledgment of the academic advisor, the requirements in any subsequent Bulletin or supplement.~~

**The primary reasons for a student to be required to meet the requirements of a subsequent bulletin include:**

- **Re-entry to IPFW (*after a one year period of non-enrollment*)**
- **By request with the written acknowledgment of the academic advisor**
- **When required by accreditation, a department may require students to complete the curriculum defined by the most current bulletin.**

**Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the Bulletin of the term of entry or re-entry to the university unless the student chooses to change to a subsequent Bulletin with the written acknowledgement of the academic advisor.**

**Any student who is not continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the Bulletin of the most recent entry or re-entry to the university.**

**In addition:**

- Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.
- The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

Approving

Peter Dragnev  
Carl Drummond  
Cigdem Gurgur  
Ann Livschiz  
Hamilton Tescarollo  
Yvonne Zubovic

Disapproving

Absent

Abdullah Eroglu

Non-Voting

Patrick McLaughlin

TO: Fort Wayne Senate

FROM: Peter Iadicola

DATE: March 24, 2014

SUBJ: Resolution to reaffirm the Charge of the Educational Policy Committee to Review and Recommend Admission Standards to IPFW

WHEREAS, admitting students into the university is the first step in the educational process at IPFW; and.

WHEREAS, the criteria for admission of students to IPFW is the first step in determining student success, and

WHEREAS, changes in admission criteria can have a significant impact on the university budgets and resources to fulfill the university's mission; and

WHEREAS, faculty play the key role in fulfilling the mission of the university;

WHEREAS, the Constitution of the Faculty of Indiana University-Purdue University Fort Wayne states that the faculty shall possess the power "to recommend policies concerning the admission and academic placement of students"; and

WHEREAS, according to the Bylaws of the Senate, SD 81-10 amended February 10, 2014, the Educational Policy Committee "shall be concerned with but not limited to the improvement of instruction, grades and grading, scholastic probation, dismissal for academic reasons and reinstatement, standards for admission, academic placement, the academic calendar, policies for scheduling classes, library and other learning resource policies, honors programs, general education policies, general research policies, military training programs, general curriculum standards, coordination of Fort Wayne curricula with those of Lafayette and/or Bloomington, general academic organization, interdepartmental and inter-institutional research and education programs, and continuing education programs."

BE IT RESOLVED, that the Educational Policy Committee (EPC) be charged as per the senate Bylaws with reviewing and make recommendations on changes to the standards for admission to Indiana University – Purdue University, Fort Wayne and that these recommendations will be sent to the senate for review and approval.

# Presentation for Senate 3-17-14

## The Current Situation

- Fall 2012 enrollment declined by 467,000 from previous year, and in 2013-2014 it is expected that traditional 4-year colleges will begin a contraction that will last for several years.
- For those that do not enroll, close to one out of two will fail to complete the bachelor's degree.
- Tuitions rise, while the unemployment rate is at record highs for recent college grads.
- \$1 trillion in student loan debt
- Nearly half of working Americans with college degrees are in jobs for which they are overqualified.

## Demographics

- The population of the United States is projected to grow about 10% from 2010 to 2020 (national population projections, released in 2008 by the U.S. Census Bureau).
- But the Western Interstate Commission for Higher Education projects that the total number of high-school graduates will be virtually unchanged during that period. The locale of the graduates will simply shift around the country.
- The Northeastern states will see a consistent decline in graduates of about 1% per year.
- In the Midwest, the number of graduates will decline from 5% to 15% over the next few years.
- The South will be completely different from the rest of the country. The number of graduates will consistently increase, and there will be 9.4 percent more graduates in 2020-21 than in 2008-09.
- Overall U.S. college enrollment declined 2.3% (467K) to 19.9 million from 2011 to 2012.

## The Changing Nature of Students

- Increasingly, students will come from diverse backgrounds and will have a widening variety of educational needs.
- Students will increasingly expect access to classes from cellular phones and other portable technology.
- New technologies will enable them to receive their education at any time and any place – on a campus, in the office, at home, in the car, on vacation.
- Each student will be able to choose from a multitude of knowledge providers the form of instruction and courses most consistent with how he or she learns.
- Colleges will need to offer those options in addition to face-to-face-instruction.
- The average age of students will continue to rise; the mix of cultures, ages, and learning styles will become increasingly varied and rich.
- Recent high school graduates taking part in the residential college experience represent just 15% of all college students, and 38% of college students in 2011 were 24 or older.
- Over all, the fastest-growing demographic group in the next decade will be those ages 25-44. They have the greatest potential for growth, and they are willing to pay a high price tag for convenience and support.

- Student bodies will increasingly be made up of members of minority groups, and at some point, probably just after 2020, minority students will outnumber non-minority students on college campuses for the first time.

### International Competition

- Fast-growing economies such as China, Singapore, and India are keeping more of their students at home by offering higher quality education and better economic opportunities.
- While the U.S. still attracts more talent from abroad than any other country, its market share is falling, from 25% in 2000 to 19% in 2007. China now receives more foreign students than it sends overseas and has become a significant provider of graduate-level education.
- In the fall of 2012, more than half (54.7%) of all graduate students who are temporary U.S. residents were enrolled in STEM fields compared with 17.3% of U.S. citizens and permanent residents.
- The International Finance Corporation estimates that the global demand for higher education will expand from 97 million students in 2000 to 262 million students in 2025 and calculates that the size of the private higher education market is approximately \$350 billion worldwide - and growing fast.

### Conclusion

- The current business model in a time of limited and declining resources, increasing tuition, declining enrollments, and increasing competition, is no longer sustainable.
- To compete for students, many colleges will need to re-imagine themselves as more convenient and more open, and they will have to leverage technology to make themselves more efficient and more responsive to the needs of the students.
- They will have to successfully confront the impact of globalization, rapidly evolving technologies, an increasingly diverse and aging population, and an evolving marketplace characterized by new needs and new paradigms.
- The competition is stiff. Many colleges, particularly in the for-profit market already have a huge head start.

**Table 11. Actual and projected percentage changes in grades 9-12 enrollment in public schools, by region and state: Fall 2004 through fall 2022\***

#### Indiana

Actual	2004 to 2011:	4.9%
Projected	2011 to 2022:	-5.1%

**Table 15. Actual and projected percentage changes in public high school graduates, by region and state: School years 2004-2005 through 2022-2023\***

#### Indiana

Actual	2004 to 2009:	16.4%
--------	---------------	-------

Projected      2009 to 2022:   -3.9%

## References

\*Projections of Education Statistics to 2022, 41<sup>st</sup> Edition, National Center for Education Statistics, Institute of Education Sciences, US. Department of Education, 2014.

Demography as Destiny, Western Interstate Commission for Higher Education, 2013.

The Future of Higher Education: Issues, Policy and Trends, Illinois Board of Higher Education Presentation to Faculty, Southern Illinois University, October, 2013.

Regional Campus Metrics, Purdue University, Fall 2013. (Attached)

Regional Campus Metrics  
 Changing Student Demographics and Costs  
 Related to Increasing Dual Credit and AP Credit  
 AWF – 1/21/14 – based in information from IR folks

Dual/Concurrent Enrollment (headcount)

	PNC	PUC	IPFW
2009	511	362	1236
2010	642	239	1449
2011	1658	459	1884
2012	2475	659	2441
2013	2522	695	3105
5-yr change	+394%	+92%	+151%

Undergraduate Enrollment (headcount)

	PNC	PUC	IPFW
2009	3625	8643	11,544
2010	3689	8425	11,899
2011	3508	8180	11,694
2012	3507	8253	10,701
2013	3532	7695	9,978
5-yr change	-2.6%	-11.0%	-13.6%

Undergraduate Enrollment – Full-Time

	PNC		PUC		IPFW	
	#	%	#	%	#	%
2009	2525	69.7	5858	67.7	8337	72.2
2010	2678	72.6	5883	70.0	8820	74.1
2011	2520	71.8	5533	67.8	8569	73.3
2012	2578	73.5	5218	62.2	7831	73.2
2013	2641	74.8	4836	62.9	7427	74.4

5-yr change	+4.6%	-17.4%	-10.9%
-------------	-------	--------	--------

### Undergraduate Enrollment – Part-Time

	PNC		PUC		IPFW	
	#	%	#	%	#	%
2009	1100	30.3	2785	32.3	3027	27.8
2010	1011	27.4	2542	30.0	3079	25.9
2011	988	28.2	2647	32.2	3125	26.7
2012	929	26.5	3125	37.8	2870	26.8
2013	891	25.2	2859	37.1	2551	25.6
5-yr change	-19.0%		+2.7%		-20.5%	

### Average Student Age

	PNC	PUC	IPFW
2009	25.4	26	24.8
2010	25.2	25	24.6
2011	25.0	26	24.7
2012	24.7	27	24.5
2013	24.6	27	24.2
5-yr change	-3.1%	+3.8%	-2.4%

### Average SAT (Verbal + Quantitative)

	PNC	PUC	IPFW
2009	947.0	928	981.6
2010	952.4	933	981.5
2011	958.7	944	983.6
2012	960.6	951	994.1
2013	961.2	955	1000.0
5-yr change	+1.5%	+2.9%	+1.9%



### Average ACT Composite

	PNC	PUC	IPFW
2009	20.3	20	21.3
2010	20.2	20	21.5
2011	20.6	21	21.6
2012	20.8	21	21.8
2013	20.6	21	21.9
5-yr change	+1.5%	+5%	+2.8%

### Average High School GPA

	PNC	PUC	IPFW
2009	2.805	2.57	3.01
2010	2.825	2.61	3.02
2011	2.863	2.66	3.05
2012	2.893	2.69	3.09
2013	2.922	2.72	3.14
5-yr change	+4.2%	+5.8%	+4.3%

### Percent First Generation

	PNC	PUC	IPFW
2009	65.6%	70.1%	60.1%
2010	68.1%	71.1%	59.7%
2011	66.5%	69.2%	59.9%
2012	67.1%	68.4%	58.6%
2013	65.9%	66.1%	56.8%
5-yr change	+0.5%	-5.7%	-5.5%

### Percent Underrepresented Minorities

	PNC	PUC	IPFW
2009	11.0%	34.0%	10.9%
2010	12.5%	34.0%	13.8%
2011	13.5%	33.3%	14.7%
2012	14.3%	32.8%	14.1%
2013	16.0%	31.7%	13.5%
5-yr change	+45.4%	-6.8%	+23.9%

### Average Dual Credit Hours for Incoming Students

	PNC		PUC		IPFW	
	Percent Incoming Students w/Credit	Average Number Cr. Hrs	Percent Incoming Students w/Credit	Average Number Cr. Hrs	Percent Incoming Students w/Credit	Average Number Cr. Hrs (for all)
2009	0.6%	8.00	1.3%	6		1.11
2010	13.5%	7.44	5.6%	6		1.34
2011	18.8%	8.68	7.0%	8		1.78
2012	22.4%	10.11	16.8%	6		2.43
2013	28.9%	11.23	16.8%	7		3.66

### Average AP Credits for Incoming Students

	PNC		PUC		IPFW	
	Percent Incoming Students w/Credit	Average Number Cr. Hrs	Percent Incoming Students w/Credit	Average Number Cr. Hrs	Percent Incoming Students w/Credit	Average Number Cr. Hrs (for all)
2009	1.7%	5.91	6.2%	3		0.33
2010	1.2%	5.22	10.7%	2		0.36
2011	3.3%	5.86	13.9%	2		0.54
2012	2.9%	4.42	15.8%	4		0.91
2013	4.0%	4.58	16.2%	4		0.77

### Credit Hours Taught Fall Semester

	PNC		PUC		IPFW	
	LD	UD	LD	UD	LD	UD
2009	31,242	9,354	69,340	28,599	101,859	31,593
2010	31,958	10,744	67,004	29,147	105,928	33,468
2011	29,515	11,003	62,298	29,709	102,149	34,841
2012	29,479	11,722	57,687	32,976	91,627	33,547
2013	29,382	12,770	52,418	33,294	84,352	32,930
5-yr chg	-6.0%	+36.5%	-24.4%	+16.4%	-17.2%	+4.2%

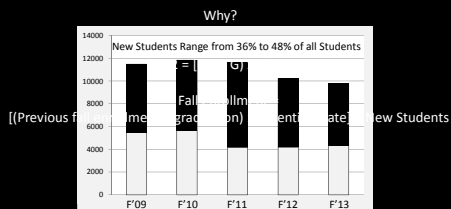
### Cost and Return on Investment (from Indiana Commission for Higher Education Website)

	PNC	PUC	IPFW
Annual Cost of College (before financial aid)	\$20,503	\$20,232	\$23,736
Annual Cost of College (after financial aid)	\$ 7,210	\$10,535	\$12,481
Average debt at graduation (for those with debt)	\$22,263	\$28,784	\$27,063
Percent graduating w/debt	62%	62%	76%
Average annual salary (in Indiana)			
1 year	\$35,149	\$35,985	\$32,224
5 years	\$45,137	\$45,954	\$43,708
10 years	\$53,064	\$58,117	\$53,945

### Faculty Senate Question Time – March 17, 2014

Q1: What are the enrollment management projections for next academic year?  
What will this mean for next year's revenue?

It is VERY early to make projections with a great deal of confidence.



### What are the trends?

$$F2 = [(F1 - G) \times R] + N$$

F1 has been going down, (2011 = 11,655) (2013 = 9,975)

G has been going up, (2010 = 1,157) (2013 = 1,371)

R has been going up, (2011/12 = 58%) (2013/14 = 67%) FtFt

N has been going up, (2013 = 4,180) (2013 = 4,341)

Since Fall Enrollment has not begun,  
what do we know about Admissions?

Undergraduate Degree Seeking Admissions

Friday March 14, 2014 = 2,356  
Friday March 15, 2013 = 2,294

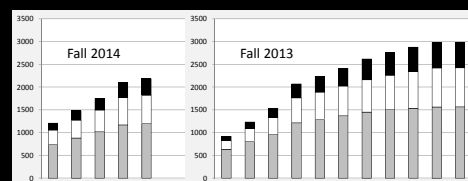
+62 Admission, **+2.7%**

Not all admissions are created equal...

- Adult
- GED
- High School
- Inter Campus Trans
- Re-Admit
- Re-Entry
- Temp ITC
- Transfers

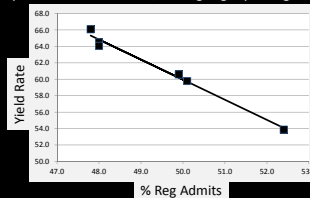
Regular Admits, Admitted w/ Recommendations, Conditional Admits

Each has a unique and variable Yield Rate



### High School Admits by Type

Slightly Ahead in Total Admits, Trailing Slightly in Regular Admits



### Final Consideration: Fall to Spring Enrollments

Year	Fall Enroll	Spring Enroll	F2S Retention*
13/14	9,881	9,045	91.5%
12/13	10,679	9,704	90.9%

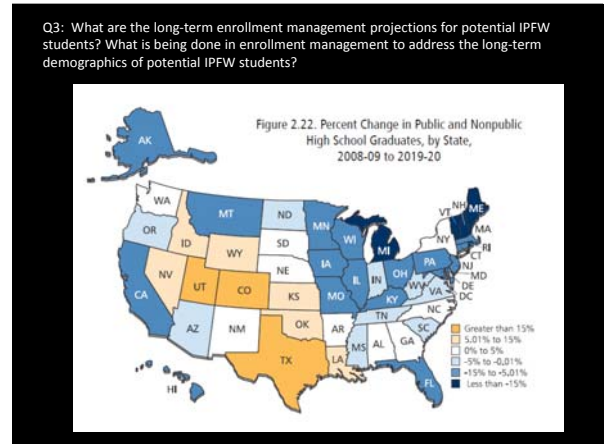
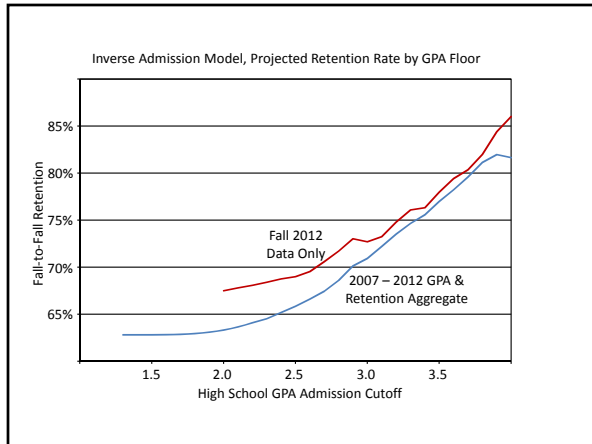
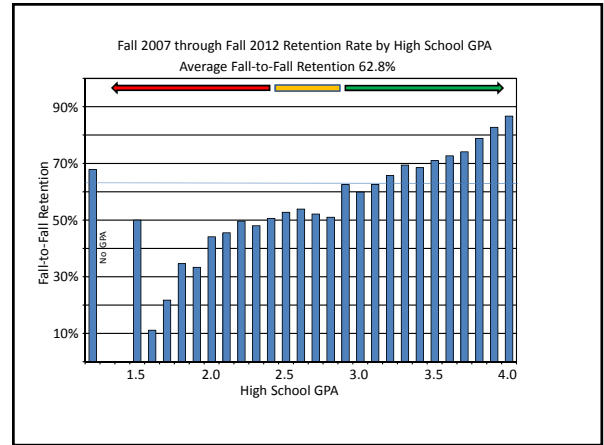
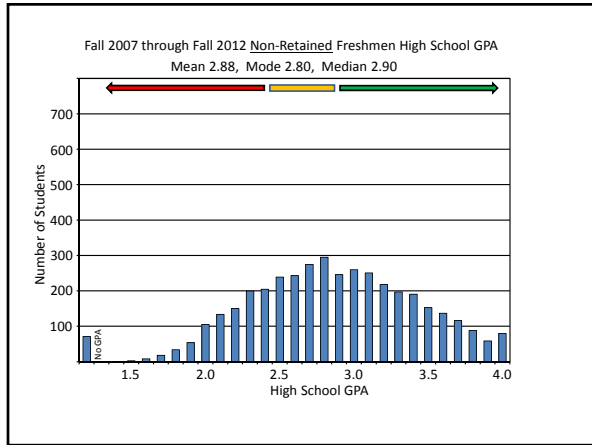
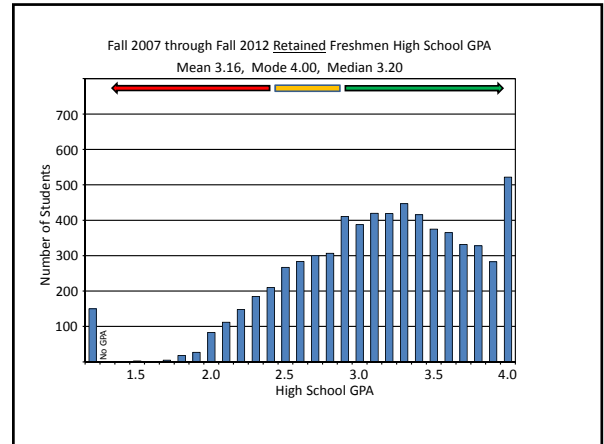
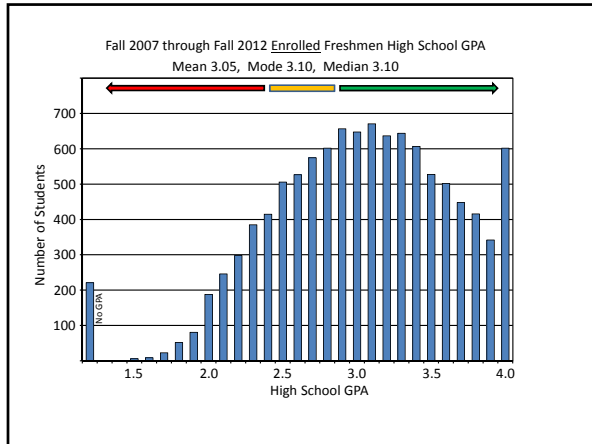
Conclusions:

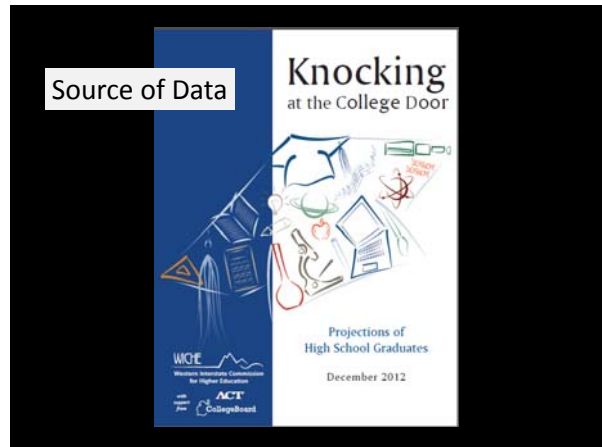
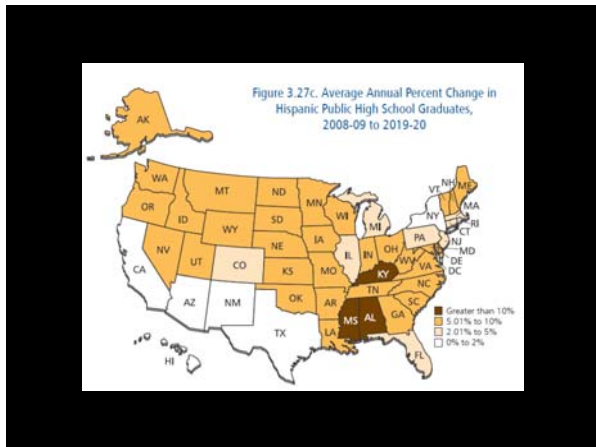
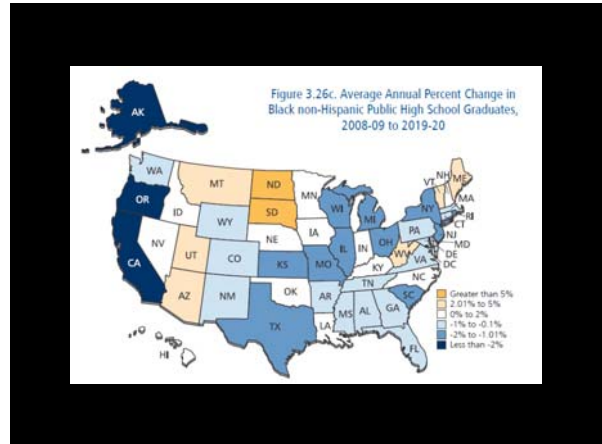
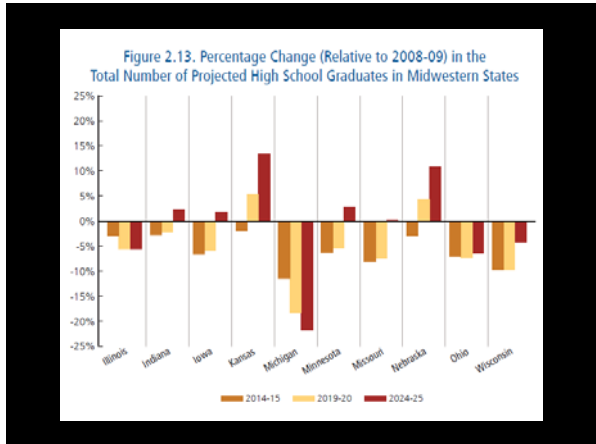
- Conservative Estimate Range -2% to +2%
- No Strong Negative Indicators
- Several Mildly Positive Indicators
- 0% to +1%

Q2: What are the enrollment projections in the near-term future (current strategic plan period) for IPFW, given our current admission criteria standards? If the strategic plan suggests changes to enrollment or admission criteria, what would those effects of those changes mean for revenue from enrollment?

### Current Admissions Criteria

Admission Type	Class Rank %tile	HS GPA	SAT
Regular	100 – 50 <sup>th</sup>	> 2.8	1420 (450)
Recommendations	49 – 35 <sup>th</sup>	2.79 – 2.4	1320 (400)
Conditional (MAC)	34 – 20 <sup>th</sup>	2.39 – 2.0	1120 (380)





- Specific Enrollment Management Strategies To Address Demographic Trends**
- 1) Continue to focus efforts on recruiting programs tailored to specific high school audiences
  - 2) Increase conversion rates of dual credit students
  - 3) Rebuild adult and returning learner enrollments
  - 4) Improve graduate enrollments
  - 5) Focused international recruiting (2+2 programs)
  - 6) Ongoing Curricular Enhancements to meet changing needs

Success in Sustaining and Growing our Enrollment will be Achieved through Collaboration between Student Affairs/Enrollment Management and Academic Affairs

Recruiting Alone will not Solve our Enrollment Challenges

Q4: What are the enrollment management strategies regarding international student recruitment?

### International Education Strategic Plan 2012

**Mission of International Education:**

International education is an integral part of regional education, because the world our graduates will encounter no longer stops at the borders of Fort Wayne, the state lines of Indiana, or the shores of the United States. As a leader in regional education and social transformation, IPFW promotes an international curriculum, engages in international research and creative endeavors, increases opportunities for international economic development in the region, and exposes the university and the community to diverse international cultures.

### Specific Strategies / Plans

International Partnerships and International Agreements

Goal: Establish criteria for engaging in international activities and developing cooperation agreements with international partners.

Activity: Pending OAA Memos

#1: Guidelines for Approval and Management of International Programs

#2: Guidelines for Establishing International Cooperation Agreements

International Student Recruitment Initiatives

Goal: Increase international student recruitment at a steady rate.

Activity: Review of Current Agreements, Implement Guidelines

Bilateral Student Exchange Programs Fall 2011 – Fall 2013  
6 Agreements – 97 Students Inbound – 50 Students Outbound

Dual Degree & 2+2 Programs, Fall 2009 – Fall 2013  
11 students have participated

3 International Initiative Proposals funded

Q5: What are the projected revenue changes from some state funding tied to retention and graduation? Have recent increases in admission standards lead to increased projected revenue from retention and graduation?

### State Performance Metrics

- 1) Degree Completion – count of degrees conferred to resident students
- 2) At Risk Student Degree Completion – count of Pell eligible students earning degrees
- 3) Student Persistence – % 1<sup>st</sup> time resident degree-seeking completing 30 and 60 Chrs
- 4) On-time Graduation – % 1<sup>st</sup> time resident degree-seeking to graduate in 4 years
- 5) Institution Defined – change in degree attainment efficiency

FY 13-14 = \$1,304,303

FY 14-15 = \$217,338

System-wide reduction to 16.6% of 13-14

[http://www.in.gov/che/files/Purdue\\_University\\_Operating\\_and\\_Capital\\_Request\\_2013-15.pdf](http://www.in.gov/che/files/Purdue_University_Operating_and_Capital_Request_2013-15.pdf)

### IPFW's "Good" Metrics

**1. Overall Degree Completion**

Rolling 3 year average of change in resident BA/BS & MA/MS Degrees  
(2006-2008 vs. 2008-2011)

FY 14-15 \$122,338

Expect future rise

**2. At-risk Student Degree Completion**

Rolling 3 year average of change in Pell-eligible resident BA/BS Degrees  
(2006-2008 vs. 2008-2011)

FY 14-15 \$90,499

Expect modest future rise

### IPFW's "Poor" Metrics

**3. Student Persistence**

Rolling 3 year average of change in count of students completing 30 & 60 Chrs  
(2006-2008 vs. 2008-2011)

FY 14-15 \$4,547

Expect future rise

**4. On-time Completion**

Rolling 3 year average of change in 1<sup>st</sup> Time Full Time Graduates in 4 years  
(2006-2008 vs. 2008-2011)

FY 14-15 \$0

Expect modest future rise

**5. Institution Defined Productivity Metric**

Percent change in degree attainment efficiency  
(2006-2008 vs. 2008-2011)

FY 14-15 \$0

Likely to remain \$0

## “Fun” Performance Funding Facts

ICHE fixes total amount and weighting of each metric  
Funding is fixed for each biennial budget cycle  
Funding is based on CHANGE between three year rolling windows

Tremendous flexibility and power in ICHE and General Assembly  
Very difficult for institutions to make rapid or significant progress  
Working to improve student success now for future funding  
Proportion of future performance funding likely to increase

Due to “change in rolling average” approach, any future change in metrics makes institutional efforts meaningless

Largely a Political, not an Educational Process

