

INDIANA LEGISLATIVE SERVICES AGENCY (LSA)

REPORT ON ROLE AND
GOVERNANCE OF INDIANA
UNIVERSITY-PURDUE
UNIVERSITY FORT WAYNE
(IPFW)

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Report on Role and Governance of Indiana University-Purdue University Fort Wayne (IPFW)

1 EXECUTIVE SUMMARY

The Indiana General Assembly directed the Legislative Services Agency (LSA) to evaluate the role and governance of Indiana University-Purdue University Fort Wayne (IPFW) and potential models for its role and governance. IPFW, like Indiana University Purdue University Indianapolis (IUPUI), a student attending IPFW can earn a degree from Purdue University (Purdue) or Indiana University (IU).

In order to carry out the dual purpose of assisting Purdue and IU with a parallel study of the role and governance of IPFW and assisting LSA with its study, the 2015 Chair of the Legislative Council, Senator David Long, formed a working group consisting of representatives of the universities and the community. The working group developed a proposal in which it recommends that Purdue and IU continue their presence in Fort Wayne under a new governance model. The proposal recommends replacement of the present shared governance model “with a clear designation that Purdue University will be the governing entity of the campus.” The proposed model would realign the academic mission areas assigned to each university, with IU focused on fewer academic mission areas and principally in health service fields. IPFW would become a campus in the Purdue system. In those academic mission areas in which IU is assigned responsibility, IU would have sole operating and management responsibility. In addition, Purdue and IU would commit to enhancing the educational and research opportunities in Fort Wayne, including the development of an inter-professional medical education center, and to providing additional educational services supportive of the medical device and advanced manufacturing sectors of the Northeast Indiana economy. The proposal and comments from the Chancellor of IPFW appear in this report as appendices.

Based on evaluation of data and the proposal of the working group, LSA makes the following findings and recommendations:

- **ROLE:** For over a decade, the Commission for Higher Education has established, and Purdue and IU have agreed to support, clear goals and policies for IPFW, which include expanding both baccalaureate and master's degree programs, being involved in research projects and activities that support local and regional economic development, and improving student success and degree completion.
- **PERFORMANCE:** Over the past decade, the external and internal governance structures for IPFW have not produced substantial growth in the areas of teaching and research that are important for the well-being of Northeast Indiana and its citizens, for example, a gap in offered bachelor's, master's, and doctoral or professional degrees affecting at least 17 occupational fields and 15 degree and certificate programs.
- **REALIGNMENT PROPOSAL:** The realignment proposal from the IPFW Working Group presents a clear, specific path toward improving the delivery of teaching and research services in Northeast Indiana.

- **TRANSITION TEAM:** A transition team directly responsible to the Presidents of Purdue and IU, with substantial consultation from IPFW faculty, staff, and students and the Northeast Indiana community, is necessary to work through the policy, funding, and operational issues related to the realignment proposal.
- **PARALLEL STATE REVIEW:** A parallel evaluation by the Commission for Higher Education is necessary to evaluate how best to adapt state policies related to funding, program approval, and mission differentiation in order to accomplish the delivery of teaching and research services to Northeast Indiana.

2 STATUTORY AUTHORITY

The Indiana General Assembly enacted legislation, codified in IC 2-5-21-9, that directed the LSA to evaluate, in 2015, the role and governance of IPFW and potential models for the role and governance of IPFW. The statute provides that the study may cover any subject that is relevant to the role or governance of IPFW. IC 2-5-21-9 directs that LSA’s final report be distributed to the Legislative Council before January 16, 2016.

IC 21-26-5-6 requires Purdue and IU, in consultation with the Chancellor of IPFW, the IPFW Community Council, and the IPFW Faculty Senate, to conduct a parallel study to evaluate the role and governance of IPFW and explore options for improvement of its role and governance. Purdue and IU were directed to coordinate the study with the evaluation conducted under IC 2-5-21-9. IC 2-5-21-9 directs that the LSA report include, as an appendix, any role and governance proposals or plans recommended by and agreements entered into by Purdue or IU (see Appendices E, F, and G).

3 INTRODUCTION AND REASONS FOR STUDY

IPFW is a public university campus located in Fort Wayne, Indiana. Although IPFW has been delegated substantial operational autonomy, Purdue is solely responsible for managing and operating IPFW under an agreement entered into between the Boards of Trustees of Purdue and IU. Based on Fall 2015 total headcounts, IPFW is the sixth largest public university campus in Indiana that grants four-year bachelor’s degrees, slipping from fifth largest in 2014.¹ IPFW is accredited at the institutional level by the Higher Learning Commission.² IPFW has also taken voluntary steps to obtain accreditation for specific programs and departments from 15 national organizations³. In addition, IPFW’s community involvement qualifies it for inclusion with only 340 other public and private higher education institutions in the Carnegie Community Engagement Classification.⁴

Like students enrolled at IUPUI, students enrolled at IPFW are eligible to take classes and use curricula leading to a degree awarded in the name of Purdue or IU. Table 1 summarizes the level and number of degrees offered and the number of degrees awarded in the 2014-2015 academic year.⁵

Table 1. Degrees Awarded at IPFW in the 2014-2015 Academic Year			
Level of Degree (Number of degree titles offered)	IU	Purdue	TOTAL
Certificate (30)	84	13	97
Associate (13)	128	103	231
Bachelor’s (62)	729	645	1,374

Level of Degree (Number of degree titles offered)	IU	Purdue	TOTAL
Master's (22)	118	47	165
TOTAL	1,059	808	1,867

* Some degree programs also offer specialization areas not separately counted in this table.

Despite the goals and policies set by the Indiana Commission for Higher Education (ICHE) and acknowledged by Purdue and IU, implementation of management initiatives (particularly under the direction of the current chancellor), improvements in IPFW's financial position (see examples in Appendix H), and support from the citizens of Northeast Indiana:

- IPFW has seen no substantial growth or negative growth in degree-seeking enrollment, in the number of master's degrees granted, in research funding, and in charitable giving.
- IPFW has a lower IPEDS or "student right to know" graduation rate than its peers and IUPUI but ranks better when students who transfer from IPFW to another college are counted.
- Time to completion for most full-time graduates from IPFW is 150% to 200% longer than the "normal time" to complete degree programs.
- Addition and expansion of degree programs at IPFW have lagged behind the needs of businesses, government, and nonprofit entities in Northeast Indiana for qualified graduates at the bachelor's, master's, and doctoral and professional degree levels, with the gap impacting at least 17 occupational fields and 15 degree and certificate programs.

In response to these and other issues, the Indiana General Assembly commissioned legislative study committees in 2012⁶ and again in 2013⁷ to study the governance and operation of IPFW. In addition, IPFW and other nonprofit groups in Northeast Indiana have commissioned a number of reports that either have recommended that adjustments in campus services, governance, and financing be instituted at IPFW or more generally recommended that educational resources be devoted to unmet needs of the business and larger Northeast Indiana community. These reports include a 2013 study summarized in a report entitled "Talent Resource Considerations Aligned to Regional Employers" (CHORUS Report)⁸ and a 2014 study entitled "IPFW Roles and Governance Report" (PolicyAnalytics Report).⁹

4 CURRENT ROLE

IPFW provides local access in Northeast Indiana to a highly skilled university faculty, with all the benefits that accrue from bringing this valuable human resource into close proximity to the people they serve. A secondary benefit arising from its current governance arrangement has been that IPFW provides local access in Northeast Indiana to the resources available through the larger Purdue and IU systems, including the opportunity to earn a Purdue or an IU degree. To this extent, IPFW has a unique mission that is not duplicated by the main campus of Purdue University at West Lafayette (PU-WL), the main campus of Indiana University at Bloomington (IU-BL), or any other public or private institution in Indiana.

IPFW's most visible educational service, and the service to which most of its resources are devoted, is the delivery of teaching services, with emphasis at the undergraduate level. Since 1972, IPFW has nearly doubled the total number of credit hours taught in Fort Wayne, currently providing 268,099 credit hours of teaching services as reported in IPFW's "2014-2015 Statistical Profile."¹⁰ Since 1988, IPFW has also

increased the number of continuing education course hours it delivers by over 400%, currently offering 49,735 course hours.¹¹

IPFW’s students almost exclusively live in Northeast Indiana. In the last five years, for example, Allen County residents made up between 51.1% and 53.2% of the students enrolled in IPFW, and students from surrounding counties accounted for between 30.1% and 32.7% of IPFW’s total enrollment. Less than 5.6% of the students came from outside Indiana.¹²

Shifts in the degree-related services provided by IPFW have shifted with changes in state policy:

- With the creation of Ivy Tech Community College of Indiana (Ivy Tech), the number of associate degrees awarded by IPFW has decreased. IPFW awarded a high of 668 associate degrees in 1984 but was down to 264 associate degrees in 2014.¹³
- With increased emphasis on permitting high school students to take college level classes, IPFW’s nondegree-seeking enrollment has increased from 386 students in Fall 2000 to 3,442 students (27.06% of its 12,719 total student enrollment) in Fall 2015.¹⁴ All of the increase in the number of nondegree-seeking students has come from enrolling high school students in dual credit courses. Dual credit courses are taught primarily to high school students in a high school building by high school teachers throughout the regular school day. IPFW is required to approve the individuals who will teach the dual credit courses and monitor the quality and delivery of dual credit instruction, but the school corporation is responsible for hiring and compensating the personnel.¹⁵ Through IPFW’s Collegiate Connection™, some high school students may take classes on the IPFW campus or through an online arrangement. Fees are discounted for classes taken at a high school and for some other courses. Course completion and course grades are maintained for the student on a college transcript and, at the election of the student, may be transferred to an institution other than IPFW.¹⁶ Table 2 summarizes the growth of nondegree-seeking students at IPFW.¹⁷

Table 2. Headcount of Nondegree-Seeking Students Enrolled in IPFW							
	2000	2009	2011	2012	2013	2014	2015
High School Dual Credit	-	-	1,903	2,438	3,047	3,298	3,323
Undergraduate/Other	247	791	50	78	86	62	91
Graduate	139	75	47	44	35	25	28

With increased state emphasis on graduating students with bachelor’s degrees, that number has increased at IPFW. Over the last 15 years, the number of bachelor’s degrees awarded through IPFW has increased by 92.7% from a low in 2001 of 713 to 1,374 in 2015.¹⁸

Over the same 15 years, the number of graduate degrees awarded through IPFW has not grown. The number of awarded master’s degrees has oscillated between lows of 163 in 2005 and a high of 257 in 2012 and 2013. The median or midpoint (as calculated in MS Excel) for the number of graduate degree annually awarded through IPFW is 210. All of the awarded graduate degrees were at the master’s degree level.

5 CURRENT GOVERNANCE STRUCTURE

IPFW is accountable to five levels of governance:

- The Indiana General Assembly.
- Controls, policies, and guidelines established by ICHE.
- For accreditation purposes, standards set by the Higher Learning Commission (HLC), a nongovernmental accrediting entity.
- Controls, policies, and guidelines established for the Purdue University System by the President of Purdue and the Board of Trustees of Purdue. For the limited purposes specified below in this report, IPFW is also subject, in courses leading to a degree from IU, to the academic standards established for the IU system by the President of IU and the Board of Trustees of IU.
- Internal controls, policies, and guidelines established at IPFW under the leadership of IPFW's chancellor.

As a public, state educational institution, IPFW is subject to the general policies and budgets enacted by the Indiana General Assembly. By law, IPFW is also subject to the policies set by ICHE. ICHE has authority to approve new programs and recommend capital and operating budgets for IPFW to the Indiana General Assembly. ICHE's current policies concerning IPFW are summarized in the document entitled "Policy on Indiana University Purdue University Fort Wayne," which was adopted on June 11, 2015.

For purposes of obtaining recognition as an accredited university, IPFW voluntarily seeks to meet the criteria specified by HLC. IPFW is fully accredited by HLC and has been since 1974 (41 years). HLC is an independent corporation, whose predecessor was founded in 1895 as one of six regional institutional accrediting bodies in the United States. HLC accredits degree-granting postsecondary educational institutions in the North Central region of the United States.

IPFW is governed as part of the Purdue system as the result of a management agreement between the Board of Trustees of Purdue and the Board of Trustees of IU¹⁹ (Management Agreement).^{*} With nearly 75,000 students, the Purdue system is one of the largest university systems in the United States. Its main campus is in West Lafayette (PU-WL). It includes a regional campus in Hammond (Purdue Calumet (PU Cal)), a regional campus in Westville (Purdue North Central), a statewide technology program (Purdue Polytechnic Institute), extension centers, technical assistance programs (TAP), technology parks, and continuing education programs. Purdue is currently working on a merger of PU Cal and Purdue North Central.

Purdue has ultimate authority and responsibility to manage and operate IPFW for the benefit of Purdue and IU. IPFW's chancellor is appointed by Purdue, with the approval of IU. Purdue has the authority and responsibility for:

- Appointing and employing all full-time and part-time IPFW faculty members and support staff, including faculty who teach courses leading to a degree from IU.

^{*} The current version of the management agreement is entitled *Amendment No. 1 to the Amended Management and Academic Mission Agreement Indiana University-Purdue University Fort Wayne*. The current management agreement was extended by action of the Indiana General Assembly to be effective through June 30, 2016. (See, IC 21-26-5-5).

- Conducting IPFW business operations.
- Establishing IPFW policies related to student affairs.
- Managing IPFW student financial assistance policies.
- Constructing and maintaining IPFW property.
- Administering grants, contracts, and other sponsored programs for IPFW.

The main campus of Purdue provides a number of centralized services to IPFW, and the Board of Trustees for Purdue approves budgets and overall policies for IPFW. The Board of Trustees of Purdue assigns responsibilities related to academic affairs, finance, ethics and compliance, research and partnerships, and public affairs to executive vice presidents on the main campus who report directly to the President of Purdue, and responsibility for legal matters to the legal counsel located on the main campus of Purdue.

Although the Board of Trustees of Purdue and Purdue's president have ultimate authority and responsibility to manage and operate IPFW, the Board of Trustees of Purdue has delegated many programmatic and operational responsibilities to the IPFW chancellor, as executive officer of IPFW. These include:

- Programmatic mission and responsibilities of organizational units.
- Budget development and management in accordance with Purdue policy and guidelines and all applicable statutes in collaboration with the treasurer and chief financial officer.
- Employment and appointment actions for all staff, other than direct reports, in collaboration with the treasurer and chief financial officer.
- All other operational duties related to the management of the areas of responsibility not otherwise assigned to another executive office of Purdue by its board of trustees.
- Matters related to intercollegiate athletics with respect to IPFW.²⁰

IU has no responsibility for the management of IPFW or for those academic mission areas assigned to Purdue by the current Management Agreement. Its only obligation is for those academic mission areas assigned by the current Management Agreement to IU. In those designated academic mission areas, the Management Agreement authorizes IU to:

- Establish curricula.
- Award all credits and degrees.
- Supply services or support courses in fields required by students pursuing degrees from IU.
- Approve all new departments and programs.

The Management Agreement provides for consultation between the Presidents of Purdue and IU on all matters related to IPFW, including budgets, key personnel appointments, benefit policies, and legislative issues, including appropriation requests, major capital improvements, and community concerns. However, the IU staff members serving on the IPFW Working Group (see Section 9 of this report) indicated that IU is not fully informed with respect to the proposed budgets or finance matters related to IPFW.

Within this framework, the Management Agreement assigns specific academic, research, and public service missions for IPFW to Purdue and IU. Table 3 sets forth the current mission assignments specified in the Management Agreement for each university.

Table 3. Purdue and IU Responsibilities for IPFW Mission Areas	
Purdue Responsibilities	IU Responsibilities
Agriculture & related disciplines	Allied health sciences
Audiology & speech sciences	Business
Biology & related disciplines	Dental education
Chemistry	Economics
Communication	Education, including Health, Phys. Ed. & Recreation
Computer science	English & related disciplines
Consumer & family sciences	Fine arts
Engineering	General studies
Engineering technologies	Geoscience
Hospitality management	History
Human services	Informatics
Mathematics (including statistics)	International language & culture studies
Nursing	Labor Studies
Organizational leadership & supervision	Library & information sciences
Philosophy	Radiography
Physics	Music
Psychology	Political science
Theater	Public policy
Women's studies	Sociology & anthropology
	Women's studies

As discussed in the PolicyAnalytics Report, Purdue and IU manage their campuses differently.²¹ Chancellors in the Purdue system report directly to the President of Purdue. They have day to day operations autonomy. Within the IU system, campuses operate under a shared, uniform vision for advancing student access and addressing educational goals. All campuses except IUPUI report to an executive vice president for academic affairs, who is responsible for maintaining a channel of communication between the chancellors and the President of IU. The Chancellor of IUPUI reports directly to the President but must comply with the policies and practices applicable to other campuses in the IU system.

With respect to governance of mission areas, Purdue has given IPFW authority to control its undergraduate academic programs within the mission areas assigned to Purdue by the Management Agreement but graduate level control is retained at West Lafayette. IU requires IPFW to go through the same approval process for undergraduate and graduate programs that applies to the other regional campuses operated in the IU system. Descriptions of Purdue and IU program approval processes and documentation processes are contained in Appendices A, B, C, and D.

IU operates a center for the Indiana Statewide Medical Education System on the IPFW campus. The Indiana University School of Medicine-Fort Wayne is separate from IPFW and is outside the scope of the current Management Agreement. However, over the past few years, discussions of potential inter-professional and interdisciplinary collaborations between and among a number of programs and departments at IPFW and the school of medicine have occurred and continue. Good working

relationships have developed with ideas of joint programing, joint degree offerings, research collaborations, inter-professional patient care, and innovative centers of excellence under consideration.

Purdue operates a separate Technical Assistance Program (TAP) adjacent to the IPFW campus and the Northeast Campus of IVY Tech. TAP provides technical assistance, performance improvement, and technology adoption initiatives to increase profitability for manufacturing, healthcare, and service industries, and to improve the productivity of the state and local government. Most of TAP's current initiatives are managed by Purdue's Manufacturing Extension Partnership (MEP) and Purdue Healthcare Advisors (PHA).²² Among its projects, TAP works with the nonprofit Northeast Indiana Innovation Center, Inc., which is a certified technology park that is also located adjacent to the IPFW and IVY Tech campuses.

Purdue also operates a separate cooperative extension service facility south of the IPFW campus on Crescent Avenue. The mission of the Allen County Cooperative Extension Service is to provide practical, research-based information programs and services in the areas of agriculture and natural resources, health and human sciences, economic and community development, and 4-H youth development.²³

6 PAST PERFORMANCE

Historical trends show no substantial growth or negative growth in degree-seeking enrollment, the number of master's degrees granted each year, research funding, and charitable giving, all areas that impact performance of IPFW's core mission. IPFW's graduation (completion) rates for 2014 and 2015 rank IPFW in the middle of all Indiana state educational institutions and below comparable institutions. Employer surveys and an LSA analysis suggest that the addition and expansion of degree programs at IPFW have lagged behind the needs of businesses, government, and nonprofit entities in Northeast Indiana for qualified graduates at the bachelor's, master's, and doctoral degree levels, with the gap impacting at least 17 occupational fields and 15 degree and certificate programs. To date, only one type of doctoral degree is offered through IPFW as part of a collaboration with PU-WL and PU-Cal.

6.1 ENROLLMENT

The number of students enrolled in IPFW and classified as either new or returning freshmen peaked in 2002 at 5,365. In every subsequent year, except 2009 and 2010, freshman enrollment declined. In Fall 2015, the number of new freshmen increased by 75 over Fall 2014, but the number of returning freshmen declined from 2014 by 407 for a net decline of 332 students. Similarly, the overall undergraduate degree-seeking student population at IPFW peaked in 2010 at 11,836 and subsequently declined to 8,746. Graduate degree-seeking enrollment peaked in 2002 at 713 and has since declined to 531. Figure 1 illustrates enrollment trends.²⁴

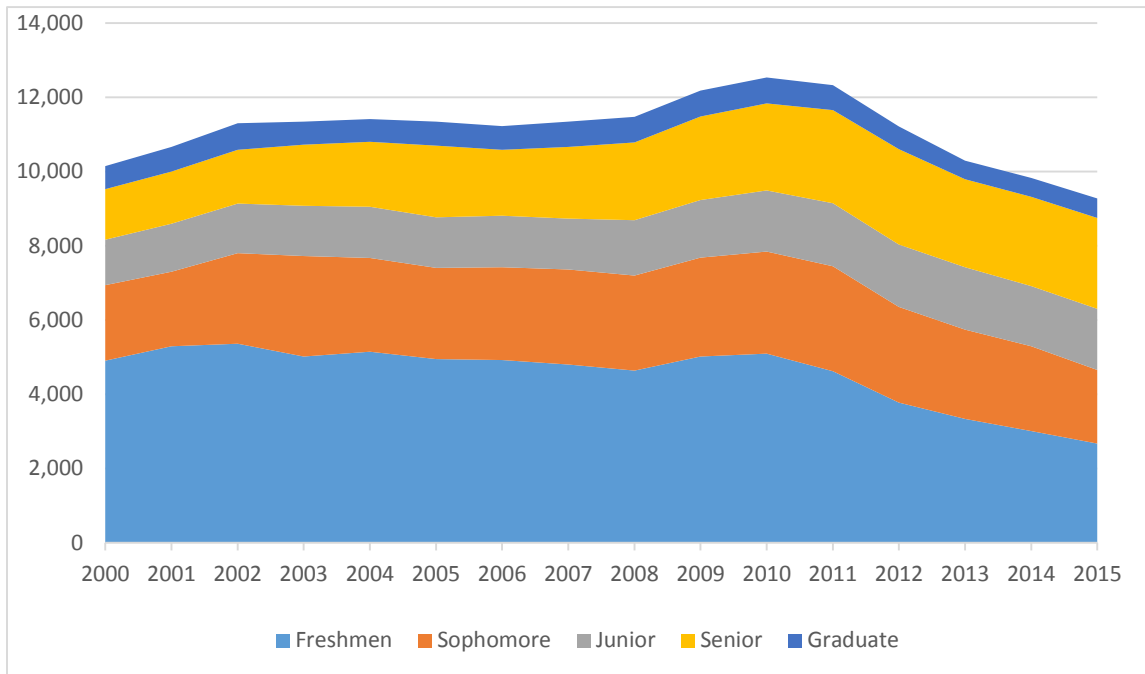


Figure 1. Headcount of Degree-Seeking Students Enrolled in IPFW

By comparison, while during the period 2011-2015 IPFW's total headcount enrollment (degree-seeking students plus nondegree-seeking students) decreased by 11%, total headcount statewide for all four-year state educational institutions increased 1.3%.²⁵ Both IPFW's undergraduate degree-seeking student population and the total state undergraduate degree-seeking student population declined in this period. However, IPFW's decline appears to be greater. IPFW's undergraduate degree-seeking student enrollment (which includes some nonresident students) decreased 24.7% while the number of resident undergraduate degree seeking students statewide decreased 19.4%.²⁶

6.2 NUMBER OF GRADUATES

The number of bachelor's degrees awarded at IPFW has substantially increased in the last 15 years. In the academic year ending in 2000, IPFW awarded 782 bachelor's degrees. In 2015, IPFW awarded 1,274 bachelor's degrees. However, the rapid growth over the last 15 years is slowing. No substantial growth has occurred over the last three years.²⁷ See Figure 2 for the undergraduate graduation trend over the last four years.

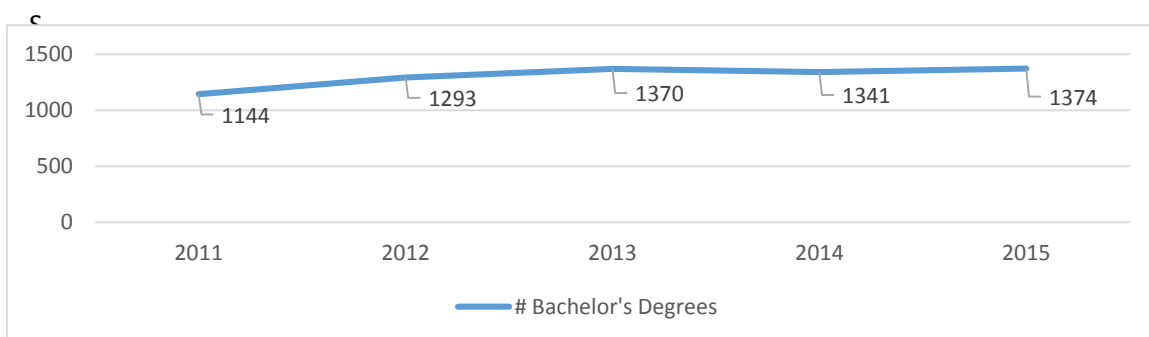


Figure 2. Number of Bachelor's Degrees Awarded by IPFW

Slow to no growth has been the trend in the awarding of master’s degrees for a longer period. Over 15 years, the number of master’s degrees awarded through IPFW has oscillated around 210. Figure 3 illustrates the trend.²⁸

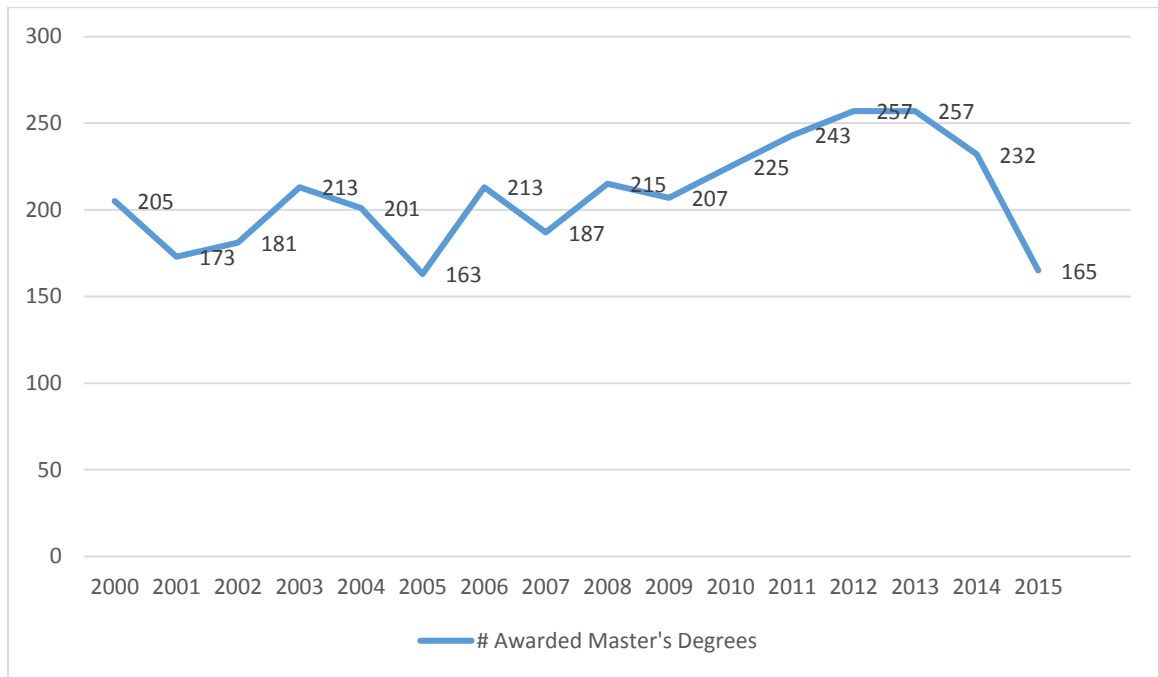


Figure 3. Number of Master's Degrees Award by IPFW

6.3 UNDERGRADUATE ELAPSED TIME TO GRADUATION

In spite of the fact that most degree-seeking students enrolled in IPFW are “full-time” students, substantially all students who graduate take 150% to 200% of the “normal time” to complete a degree program. For those seeking a bachelor’s degree, this means that most students take between six and eight years to graduate. Only about one in four first-time, full-time students who start school at IPFW complete an undergraduate level degree within four years. Based on unadjusted completion rates published in 2015 by ICHE²⁹ (see Subsection 6.4 on “graduation rates” for discussion of adjusted figures), of those who start school at IPFW in 2006 and obtained a degree by 2014, only 26% obtained that degree at IPFW or after transferring to

another school within four years. See Figure 4.

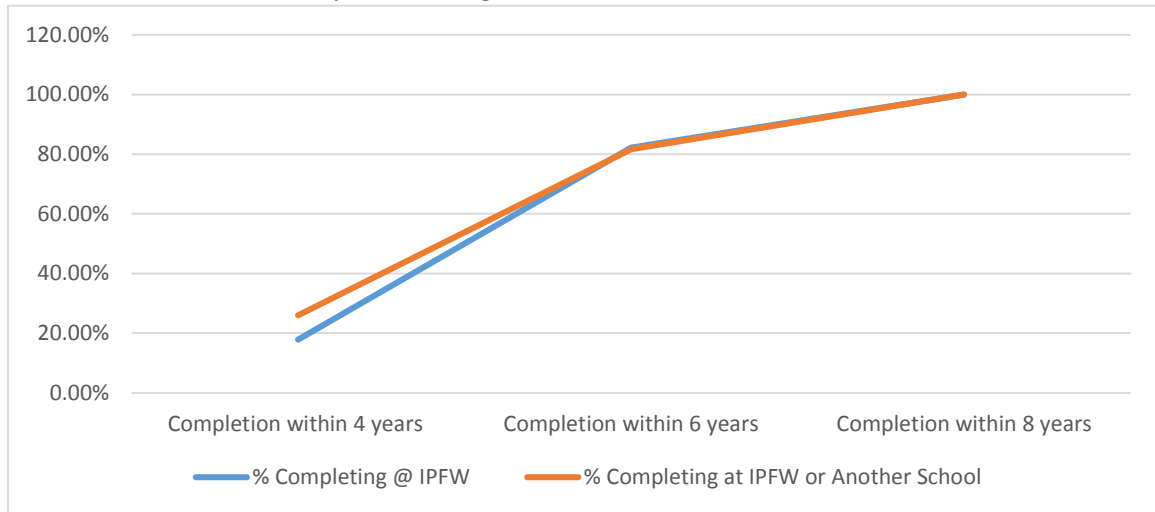


Figure 4. Percentage of IPFW Graduates Completing Degree Programs Before Elapse of 4, 6, and 8 Years

The consequence is that businesses and other organizations needing skills that a course of study leading to a bachelor’s degree brings cannot ordinarily expect to acquire the services of a fully qualified IPFW graduate from the Class of 2016 until sometime between 2022 and 2024. IPFW’s “on-time” graduation rate for students who entering IPFW in 2005 was 6.5% and for students who entered IPFW in 2010 was 8.6% for a five year increase of 2.1 percentage points. In comparison, “on-time” graduation rates for state public universities as a whole increased 6.7 percentage points. For IU-SE the increase was 3.9 percentage points, for PU-Cal the increase was 5 percentage points, and for IUPUI the increase was 8.4 percentage points.³⁰

The majority of degree-seeking undergraduate students enrolled in IPFW fall within the category of “full-time” students. (The reverse is true for degree-seeking graduate students.) Table 4 sets out the number of degree-seeking students enrolled in IPFW for the 2015 Fall Semester.³¹

Level of Degree	Full-Time Students	Part-Time Students	TOTAL
Undergraduate	6,595	2,151	8,746
Graduate	137	394	531
TOTAL	6,732	2,545	9,277

Full-time student status at IPFW does not guarantee that a student will graduate within the “normal time” for a bachelor’s degree. Undergraduate students are considered to be full-time students when enrolled in 12 or more credit hours during a semester and part-time students when enrolled in 11 or fewer credit hours during a semester. Graduate students are considered to be full-time students when enrolled in eight or more credit hours during a semester and part-time when enrolled in seven or fewer credit hours during a semester.³² A minimum of 120 credit hours are required for a bachelor’s degree. Averaging 24 credit hours each year in some combination during fall semester, spring semester, and summer school terms will result in only 96 credit hours after four years. Although the student would attain a classification as a “senior,” the student would need to acquire another 24 credits in a fifth year of study to graduate.

6.4 GRADUATION RATES

IPFW's graduation rates (completion rates) are average for Indiana's public universities but below the graduation rates for IUPUI and the IPEDS or "student right to know" graduation rates for "comparable" public universities. The latest figures from ICHE indicate that after eight years, six out of every ten first-time, full-time students who start college at IPFW with the goal of obtaining a bachelor's degree will not obtain a bachelor's degree either at IPFW or another college or university. (See discussion later in this section concerning adjusted graduation rates.) Only one of every ten students will have obtained a bachelor's degree within four years at IPFW³³

Statistics concerning graduation rates for colleges and universities are ordinarily based on the number of first-time, full-time students who begin a course of study at the college or university. Some IPFW students are not counted in reported graduation rates. Transfer students, who are not counted in IPFW statistics, account for 13% and 16% of student matriculants in Fall 2013 and Fall 2014.³⁴ One-third of the undergraduate degree-seeking students enrolled in IPFW are part-time students (see Table 4, above). Of the freshman class in the 2015 Fall Semester count only 350 of 2,675 were part-time students.

IPFW and other educational institutions annually report graduation rates and other data to the National Center for Education Statistics (NCES). NCES makes graduations rates and other school data available to the public through the College Navigator³⁵ search feature of the Integrated Postsecondary Education Data System (IPEDS). The IPEDS graduation or "Student Right to Know"³⁶ rate tracks the progress of students who began their studies as full-time, first-time degree or full-time, first-time certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled (e.g., 6 years for a bachelor's degree). Not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

The Carnegie Classification of Institutions of Higher Education (Carnegie Classification™) is a framework for identifying similar colleges and universities for educational and research purposes. It uses a six dimension categorization scheme to identify "comparable" colleges and universities. All accredited, degree-granting colleges and universities in the United States represented in the IPEDS system are eligible for inclusion in the Carnegie Classifications™. Accreditation status is based on information provided by the United States Department of Education Office of Postsecondary Education. The current classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 to 2010.³⁷

IPFW is categorized in the Carnegie Classification™ system as follows: ³⁸

Classification	Category
Undergraduate Instructional Program	Balanced arts & sciences/professions, some graduate coexistence
Graduate Instructional Program	Post-baccalaureate: Arts & sciences-dominant
Enrollment Profile	Very high undergraduate

Classification	Category
Undergraduate Profile	Four-year, medium full-time, selective, higher transfer-in
Size and Setting	Four-year, medium, primarily nonresidential
Basic (Description)	Master's Colleges & Universities: Larger Programs

Its “basic” classification generally includes institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees during the year, but excludes special focus institutions and tribal colleges. IPFW shares the same “basic” classification as the University of Southern Indiana, PU-Cal, the University of Indianapolis, Butler University, Indiana Wesleyan University, Indiana University-Southeast (IU-SE), and Valparaiso University. If “enrollment profile,” “size and setting,” and “basic description” are added as lookup criteria, only PU-Cal and IU-SE are comparable. IU-SE and PU-Cal differ from IPFW in the following respects: IU-SE’s “undergraduate profile” categorization describes IU-SE as “inclusive,” not “selective”; and PU-Cal’s “undergraduate instructional program” categorization describes PU-Cal as “professions plus arts & sciences, some graduate coexistence,” not “balanced arts & sciences/professions, some graduate coexistence.”³⁹

IPFW’s currently reported IPEDS or “Student Right to Know” graduation rate is 16% lower than PU-Cal’s rate and 18% lower than IU-SE’s rate. See Figure 5.⁴⁰

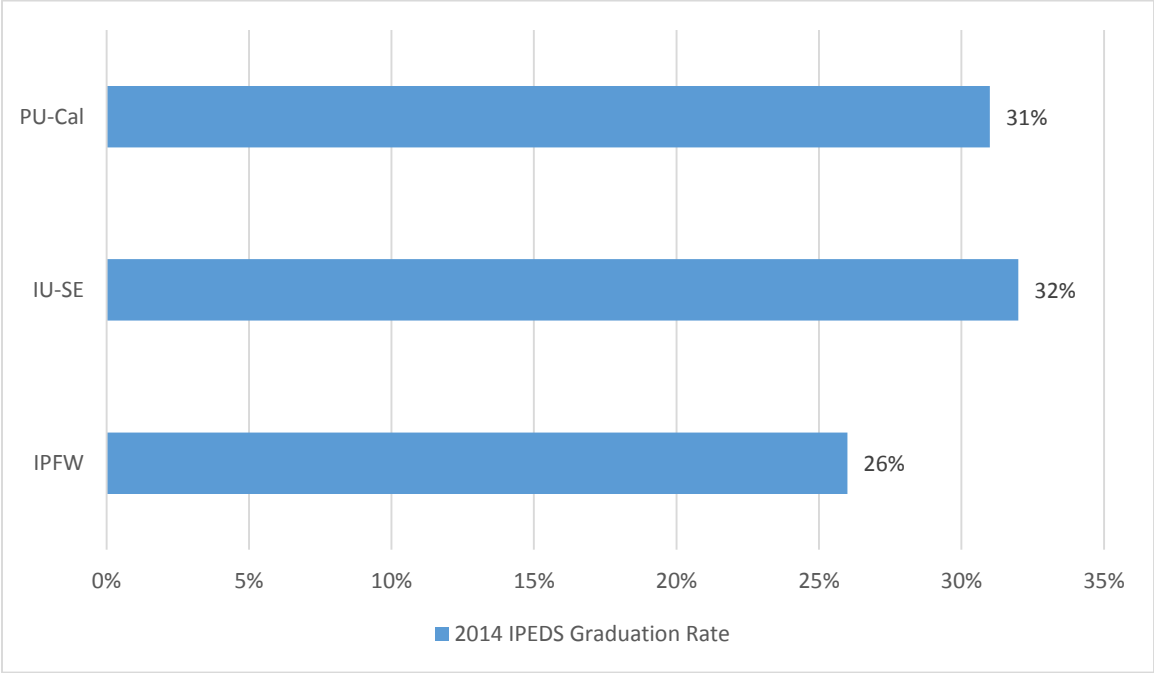


Figure 5 IPEDS Graduation Rate for Comparable Indiana Public School

ICHE has taken additional steps, not reflected in nationally collected graduation data, to trace the graduation success of students who begin a course of study at a state educational institution and then transfer to another college or university. Table 6 shows IPFW’s cumulative six-year and eight-year graduation rates for both groups of students, based on the number of individuals graduating in 2014.⁴¹

	Same Campus & Degree Level	Different Campus & Same Degree Level	Cumulative Completion Rate
Completed in 6 Years	25.4%	4.4%	29.8%
Completed in 8 Years	30.9%	5.3%	36.3%

This statistic differs from the completion rates published by ICHE for IPFW. The published rate is 40.6% after six years and 49.7% after eight years.⁴² The published rates differ from the above bachelor's degree graduation rate because the published completion rates represent students who complete any degree at any campus. For purposes of the published rate, a student who abandons her or his efforts to obtain a bachelor's degree and obtains a two year associate degree instead is considered to have completed a degree. When ICHE was asked by LSA to recalculate completion rates to exclude completion of a different degree level, ICHE provided the completion rates contained in Table 5.⁴³

For comparison purposes Table 7 provides graduation data, calculated in the same manner, based on the number of individuals graduating in 2013.

	Same Campus & Degree Level	Different Campus & Same Degree Level	Cumulative Completion Rate
Completed in 6 Years	26.4%	3.9%	30.3%
Completed in 8 Years	32.0%	4.5%	36.5%

Table 8⁴⁴ presents the results of using the same revised calculation approach (i.e., excluding students awarded a different degree level than the degree level they originally sought) to compare the cumulative graduation rates for IPFW against all of Indiana's public universities. The table shows IPFW's graduation rates are slightly below the median or midpoint (as calculated in MS Excel) for all state public universities and below the graduation rates of IUPUI, another primarily nonresidential campus.

College or University	6 Year Completion Rate		8 Year Completion Rate	
	2013	2014	2013	2014
Ball State	60%	62.5%	63.6%	65.6%
ISU	46.1%	45.5%	49.9%	49.4%
IU-BL	73.2%	76.7%	76%	78.9%
IU-East	19%	26.8%	25.1%	30.9%
IU Kokomo	22.4%	25.1%	29%	29.7%
IU-Northwest	24.4%	23.8%	28.5%	31.3%
IPFW	30.3%	29.8%	36.5%	36.3%
IUPUI	35.1%	41.2%	40.9%	46.9%
IU-South Bend	24.6%	26.1%	31.1%	34.3%
IU-SE	27.8%	27.7%	33.9%	33.4%

Table 8. Cumulative Degree Completion Rate for Full-Time Public University Students (Same Campus or another College or University)				
College or University	6 Year Completion Rate		8 Year Completion Rate	
	2013	2014	2013	2014
Purdue-Cal	30.7%	31.7%	36.6^	37.4%
Purdue-North Central	25.3%	29.5%	33.3%	33.9%
Purdue-WL	70.3%	71.5%	73.4%	74.4%
USI	39.7%	41.3%	44.5%	45.4%
MEDIAN (as calculated in MS Excel)	30.5%	30.8%	36.6%	36.9%

6.5 RESEARCH FUNDING

IPFW's 2015-2016 undergraduate bulletin describes IPFW's research effort as follows:

IPFW stresses a constructive relationship between teaching and research. Most IPFW faculty members devote 25 percent of their effort to research. Faculty regularly acquire support for creative endeavor in the form of external grants and contracts of about \$5 million a year.⁴⁵

The National Science Foundation surveys postsecondary educational institutions and research funding entities to track research and development (R&D) funding. For purposes of these surveys, R&D is defined as creative work conducted systematically to increase the stock of knowledge (research) and the use of this stock of knowledge to devise new applications (development). R&D covers the following three activities:

- Basic research is undertaken primarily to acquire new knowledge without any particular application or use in mind.
- Applied research is conducted to gain the knowledge or understanding necessary to meet a specific, recognized need.
- Development is the systematic use of the knowledge or understanding gained from research directed toward the production of useful materials, devices, systems, or methods, including the design and development of prototypes and processes.

R&D does not include:

- Public service grants or outreach programs.
- Curriculum development (unless included as part of an overall research project).
- R&D conducted by university faculty or staff at outside institutions that is not accounted for in the institution's financial records.
- Estimates of the proportion of time budgeted for instruction that is spent on research.
- Capital projects (i.e., construction or renovation of research facilities).
- Non-research training grants.
- Unrecovered indirect costs that exceed the institution's federally negotiated facilities and administrative (F&A) rate.⁴⁶

Based on a survey conducted in 2015, the National Science Foundation reports that in fiscal year 2014, IPFW expended \$7.882 million dollars on R&D. Of the amount spent in fiscal year 2014, 41% was spent on basic sciences, 15% on engineering, and 44% on the humanities and other non-science and non-engineering projects.⁴⁷ The survey attributed the expended funds to the following sources:

- \$1.479 million from the federal government.
- \$0.745 million from state and local government.
- \$4.127 million from institutional funds.
- \$0.021 million from business.
- \$0.586 million from nonprofit organizations.
- \$0.924 million from other sources.⁴⁸

IPFW’s R&D expenditures in fiscal year 2014 ranked IPFW 345th out of 890 institutions included in the survey.⁴⁹ According to the National Science Foundation data, IPFW’s research expenditures are declining. Figure 6 charts the decline over the four most recent reported fiscal years.⁵⁰

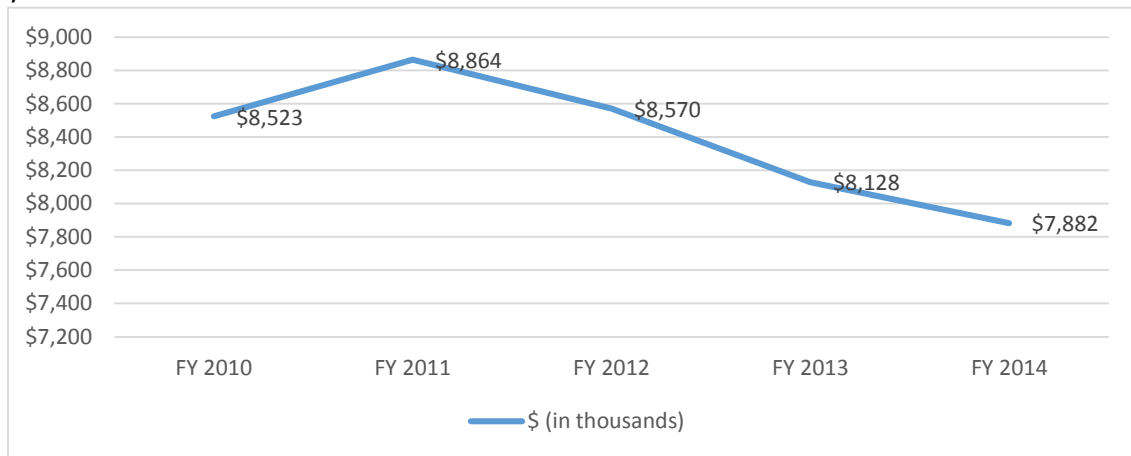


Figure 6. R&D Expenditures at IPFW

6.6 CHARITABLE GIVING

The amount of charitable giving received can greatly affect the capacity of an institution to provide services desired by a community. Gift giving for the benefit of IPFW is difficult to track because it can be reported by a number of different entities (e.g., IPFW Foundation; Indiana University Foundation; Purdue Research Foundation), aggregated with other funds, or reported across more than one accounting period. The partial data available from the consolidated financial statements for Purdue and IPFW’s statistical profiles suggest the gift giving trend for the benefit of IPFW shows generous donations but stagnant or declining aggregate growth. See

Figure 7.

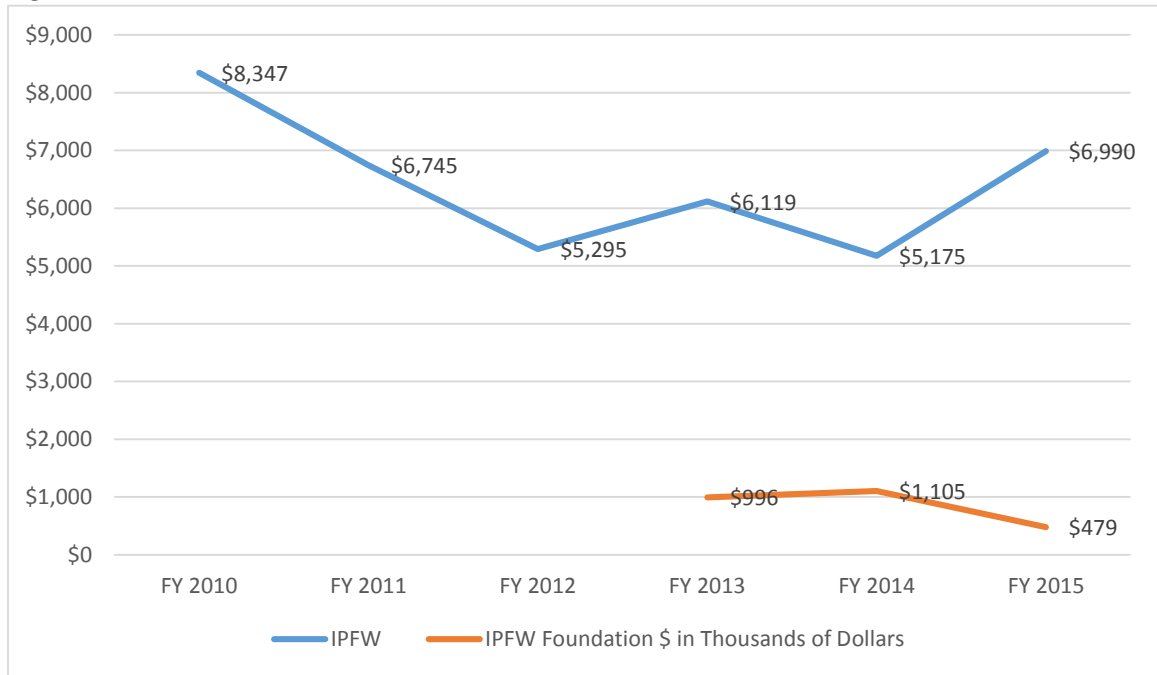


Figure 7. Charitable Giving for IPFW

6.7 ALIGNMENT

Numerous surveys⁵¹ have proposed that there are unmet educational needs in Northeast Indiana that are impacting economic, social, and cultural advances in that area. Several of these surveys, including the CHORUS Report and the PolicyAnalytics Report, had substantial funding support from IPFW, or IPFW staff involvement. An analysis conducted by LSA⁵² matched graduation data, principally from the IPEDS database, with employment projections, principally from the Indiana Department of Workforce Development (DWD). The analysis confirms that there is a gap between the number of job openings in Northeast Indiana and the number of qualified graduates from colleges and universities in Northeast Indiana in at least 17 occupational fields and 15 degree programs at the bachelor's, master's, and doctoral or professional degree levels.

The LSA analysis looked for the largest projected annual employment gaps in Northeast Indiana over the next three years. Table 9 identifies 17 occupational fields in which the gap is likely to be 10 or more between the number of projected job openings and the number of qualified graduates, after making an adjustment for the assumption that some graduates will take a job outside of Northeast Indiana.

Table 9. Occupations in NE Indiana with Gap between Job Openings and Number of Graduates from Public & Private Universities in the Region with Qualifying Degree	
Mechanical engineers	Software developers (applications)
Industrial engineers	Child, family & school social workers

Table 9. Occupations in NE Indiana with Gap between Job Openings and Number of Graduates from Public & Private Universities in the Region with Qualifying Degree	
Accountants and auditors	Loan officers
Marketing research analysts	Financial managers
Sales representatives, wholesale & manufacturing (technical & scientific products)	Medical & clinical laboratory technologists
Computer systems analysts	Occupational therapists
Recreation workers	Pharmacists
Healthcare practitioners & technical workers	Physical therapists
Security, commodity & financial services sales agents	

Although gaps still exist, over the last 15 years IPFW has increased the number of degrees it offers to partially meet the demand in Northeast Indiana. For example, IPFW currently offers 22 master's level degree programs, a net increase of five more than it did in 2000-2001.⁵³ During this period, IPFW dropped its Master of Science (M.S.) degree in Chemistry and added the following master's level degree programs:

- Master of Public Management (M.P.M) degree in Public Management.
- Master of Science in Education (M.S.Ed.) degree in Special Education.
- Master of Science in Engineering (M.S.E.) degree in Engineering.
- Master of Science (M.S.) degree in Organizational Leadership and Supervision.
- Master of Science (M.S.) degree in Technology.
- Master of Science (M.S.) degree in Nursing.

In addition, a Master of Science in Education (M.S.Ed.) degree in School Administration was replaced by a Master of Science in Education (M.S.Ed.) degree in Educational Leadership and a Master of Science (M.S.) degree in Biology was replaced by a Master of Science (M.S.) degree in Biological Sciences.

On May 19, 2014, ICHE approved PU-WL, PU-Cal, and IPFW to collaboratively offer a Doctor of Nursing Practice (DNP) degree. Under the approved proposal, the system-wide collaboration will use the accredited curriculum from West Lafayette and expand distance online access to their courses. Some of the course work and practicum residency experience will be obtainable in Fort Wayne through IPFW.⁵⁴ IPFW enrolled its first class of students in the program in Fall Semester 2015 with 10 students.⁵⁵ The program is not expected to be self-sustaining in the first five years in which it is offered, operating at a total net loss of \$1,099,359.⁵⁶

Table 10 lists 10 new degree and certificate programs that IPFW's Chancellor Vicky Carwein⁵⁷ suggested (as a nonexclusive list) are needed at IPFW to meet demand in Northeast Indiana.

Table 10. New Degree Programs Suggested by IPFW to Meet Regional Needs	
Program Area	Degree
Materials science	Bachelor of Science Master of Science
Industrial engineering	Bachelor of Science Master of Science

Table 10. New Degree Programs Suggested by IPFW to Meet Regional Needs	
Program Area	Degree
Supply chain management	Bachelor of Science
Health care-certified registered nurse anesthetist	Master of Science
Health care-family nurse practitioner	Graduate Certificate
Leadership	Doctor of Philosophy
Actuarial sciences	Bachelor of Science
Insurance, corporate risk management, and specialty insurance concentrations	Bachelor of Science in Business

Table 11 lists four educational programs that IPFW’s Chancellor Vicky Carwein suggested (as a nonexclusive list) are needed to be expanded at IPFW to meet demand in Northeast Indiana.

Table 11. Program Expansion Areas Suggested by IPFW to Meet Regional Needs	
Program Area	Degree
Computer system analysts, software developers & cyber security analysts	Bachelor of Science
Communications science & disorders (approved but not implemented)	Master of Science
Nursing	Bachelor of Science
Nursing-family nurse practitioner	Master of Science

The list of occupational fields and degree programs listed in Tables 9, 10, and 11 above are most likely not all of the educational programs that could be expanded or added to benefit Northeast Indiana. Although not showing up in the occupational field gap data from DWD, Dr. Michael J. Mirro and Dr. William R. Cast, as part of the discussions of the IPFW Working Group (see discussion below), observed that the future of medical research will likely require an interdisciplinary approach that includes collaboration with a faculty and students engaged in a fifteen new degree program for IPFW: biomedical engineering.

7 STATE AND UNIVERSITY TEACHING AND RESEARCH POLICIES IMPACTING IPFW

ICHE policies have been memorialized in a long line of policy documents adopted by the ICHE governing body. These documents include the May 23, 2001 policy document entitled “Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI” and the November 14, 2003 policy document entitled “Indiana’s Framework for Policy and Planning Development in Higher Education.” In the 2001 Agreement, ICHE specifically directed Purdue and IU to review master’s degree opportunities at IPFW and other regional campuses to “strengthen the programmatic coherence at each regional campus in relation to the regional need, quality of life, fiscal viability, and student selected graduate programs designed to meet local employment needs” and to increase the number of students enrolled at IPFW and their other regional campuses who have

“completed the Core 40 curriculum or earned an Academic Honors Diploma” in high school. In the 2003 Framework, ICHE returned to the issue of master’s degree programs and said “[w]hile no policy change is needed, the state should facilitate the timely approval of such degrees when there is a compelling case based on local need.” In addition in the 2003 framework, ICHE stated that it expected future enrollment growth to occur primarily at IPFW and the other regional campuses and that all state educational institutions should “expand applied research activities, particularly efforts that are directly linked to regional and state needs.” These policies were reiterated in documents such as the March 2010 policy document entitled “Regional Campus Roles and Missions” and the October 10, 2013 restatement of policy entitled “Policy on Regional Campus Roles and Missions.”

Over the years, these documents transferred IPFW’s responsibility to offer associate degrees and stand-alone, noncredit remedial classes to Ivy Tech Community College and directed IPFW to establish effective partnerships with high schools to improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement. The most significant changes in ICHE’s policies have been with respect to its clarification of IPFW’s responsibilities to conduct research and to offer doctoral programs. In its 2003 framework, ICHE generically stated that Indiana’s colleges and universities should expand applied research activities, particularly efforts that are directly linked to regional and state needs. ICHE clarified its research policies applicable to IPFW and other regional campuses in 2013 policy with the statement “[r]esearch and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.” ICHE’s policies with respect to doctoral programs originally were not supportive. The 2003 framework was silent with respect to IPFW’s authority to offer doctoral degrees, addressing, instead, policy on offering master’s degrees. However, in its 2013 policy statement, ICHE said “[u]nder exceptional circumstances aligned to workforce demand, a Regional Campus may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program.” With the June 11, 2015 adoption of its “Policy on Indiana University Purdue University-Fort Wayne,” ICHE expanded IPFW’s research authority to “facilitate both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region in which IPFW is located and the competitiveness and recognition of the region’s individuals, businesses, and other entities in global commerce and affairs” and expanded IPFW’s doctoral program authority to permit IPFW to “offer professional doctoral degrees that are offered in disciplines needed in the metropolitan area.”

Both Purdue and IU have issued documents supportive of the delivery of programs at IPFW to meet regional needs. Both Purdue and IU agreed to the terms of the “Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI.”

A study issued by IU in January 26, 2005 went further with respect to doctoral programs and suggested:

IPFW: There is a high interest in research and in the advanced degree needs of the region...Located in Indiana’s second largest city, yet far away geographically from other large population centers, IPFW should be allowed to introduce a small number of specialist and doctoral programs to meet regional needs, especially if this is done in collaboration with IU Bloomington, IUPUI, or another institution.⁵⁸

As recently as August 19, 2014, President Mitch Daniels confirmed Purdue's commitment to IPFW. In a statement reported in *The Indianapolis Star*, he is quoted as saying:

Purdue's position on this subject, which I have stated many times, is to align precisely with the direction of the Commission for Higher Education. As you correctly point out, research and scholarly activities, as defined and authorized by the Commission's policy, are extremely important to the needs of your local and regional economies.⁵⁹

8 IPFW'S NEW DESIGNATION AS A "METROPOLITAN UNIVERSITY"

In the 2015 Budget Bill, the Indiana General Assembly directed ICHE to designate IPFW as a "multisystem metropolitan university." By statute, only IPFW fits the statutory criteria for "multisystem metropolitan university." According to P.L.213-2015, the following six dimensions define a multisystem metropolitan university:

- The university has a public facility that operates primarily in a city that is classified as a second class city under IC 36-4-1-1.
- The university was managed by Purdue on January 1, 2015.
- The university serves a diverse student body, including both recent high school graduates and adults, many of whom are first generation students, low income students, or other students balancing their education with work and family obligations.
- The university provides students with an opportunity at one campus to engage in an educational course of study that leads to a postsecondary educational degree from Purdue or IU, or both.
- The university is administered as a core campus that emphasizes the significance and complementarity of the core campus to the main campuses of Purdue and IU.
- The university is endowed with the resources and authority, necessary or appropriate, to carry out all of higher education's traditional values in teaching, research, and professional service, and, in addition, to provide leadership to a metropolitan region by using its human resources and financial resources to improve the region's quality of life.⁶⁰

Prior to the enactment of P.L.213-2015, the term "metropolitan university" did not have a legal meaning in Indiana. The term did not appear in statute. As the ICHE Commissioner testified to the state legislative Regional Campuses Study Committee on October 23, 2013, the term also had no administrative meaning.

The term "metropolitan university" (also known as "urban university") is not conferred by an outside organization as are other classifications such as the Carnegie Classification™. The term can be traced to the title of a Declaration of Metropolitan Universities signed in 1990 by the presidents of 49 universities. In that document, the university presidents proclaimed allegiance to a "new" model for public educational institutions that differs from the traditional comprehensive research university and liberal arts models for the delivery of educational services. The declaration and the new model became the unifying theme for an organization of universities called the Coalition of Urban and Metropolitan Universities (CUMU). The CUMU and a sister voluntary membership organization called the Coalition of Urban-Serving Universities⁶¹ study and publish information on metropolitan and urban universities. CUMU is headquartered at Towson University in Towson, Maryland, and its journal, "Metropolitan

Universities Journal”, is published by IUPUI. IUPUI and Indiana University Northwest are members of CUMU. IPFW is not.

In an article entitled "Aligning Missions with Public Expectations: The Case of the Metropolitan Universities" in *Metropolitan Universities: An Emerging Model in American Higher Education*, Dr. Paige E. Mulhollan, then President of Wright State University, presented the following definition of "metropolitan university":

The model is called the "Metropolitan University", defined in its simplest terms as an institution that accepts all of higher education's traditional values in teaching, research, and professional service, but takes upon itself the additional responsibility of providing leadership to its metropolitan region by using its human and financial resources to improve the region's quality of life.

Dr. Mulhollan and other writers on the subject argue that the primary focus of a metropolitan university is on aligning the activities of the institution to meet the most pressing problems of the metropolitan region in which the university is located (such as improving public education, delivering efficient healthcare, and building economic competitiveness). Community engagement and service must not be an isolated function of a single department but must be fully integrated into every facet of the university's mission, goals and objectives, strategies, management and operations, capital expenditure decisions, performance management and costing systems, and definitions of success. Dr. Barbara A. Holland, editor of the *Metropolitan University Journal*, and an international authority on "service learning" (an approach to providing internship, cooperative assignment, and other types of experiential learning), suggests that the level of a university's commitment to community engagement and service should be measured by the degree to which community service is integrated into all aspects of:

- The university's mission.
- Its promotion, and hiring policies.
- Its organization structure.
- Its student programs and curricula.
- Its level of faculty involvement.
- Its involvement of the community in defining, conducting, and evaluating research and teaching.
- Its public relations and communications messaging.⁶²

9 DISCUSSIONS & PROPOSALS OF IPFW WORKING GROUP

At the request of LSA and Senator David Long, 2015 Chair of the Legislative Council, which oversees LSA, representatives of Purdue and IU, the IPFW chancellor, members of the IPFW Community Council, and the President of IPFW’s Faculty Senate were asked to serve as a working group to present proposals to Purdue, IU, and LSA concerning the future role and governance structure for IPFW. Nine individuals agreed to serve. Soon after, the IPFW Working Group added a tenth student member. The following officials and groups are represented on the IPFW Working Group:

- Chancellor of IPFW (Chancellor Vicky Carwein).

- Four members of the IPFW Community Council (Michael Berghoff, Dr. William R. Cast, Dr. Michael J. Mirro, John Sampson) with one member also serving on the Board of Trustees of Purdue (Michael Berghoff) and one member serving on the Board of Trustees of IU (Dr. Michael J. Mirro).
- President of the IPFW Senate (Dr. Andrew Downs).
- One representative appointed by the President of Purdue University (Julie Griffith) and one representative appointed by the President of Indiana University (Michael Samples, with Jeffery Linder as alternate).
- The IPFW Student Body President (Wade Smith).
- Executive Director of the Legislative Services Agency (George T. Angelone).

Michael Berghoff served as Chair of the IPFW Working Group.

The members of the IPFW Working Group regularly met in Fort Wayne and consulted by conference call throughout the summer and fall of 2015. The IPFW Working Group primarily relied on the wealth of information that already had been generated by the Indiana General Assembly, IPFW, and its community partners, such as the Northeast Indiana Regional Partnership, to carry out its study. To the extent that there were gaps in the information or a need to validate work that had already been completed, the IPFW Working Group looked to other sources of information, such as DWD, and Purdue, IU, IPFW, LSA, and the Northeast Indiana community in order to compile the needed information. The IPFW Working Group met twice with the full IPFW Community Council.

The IPFW Working Group discussed a broad range of issues and received proposed recommendations from its members in five key areas:

- Adoption of a long-term governance structure for IPFW.
- Expansion of the role and responsibilities of the IPFW Community Council.
- Implementation of new and expanded certificate and degree offerings tailored to the specific needs of Northeast Indiana.
- Revision of the state funding formula and tuition policies applicable to IPFW
- Management of other obstacles deterring development of IPFW as a multisystem metropolitan university.

9.1 DISCUSSIONS CONCERNING GOVERNANCE

The IPFW Working Group reviewed the potential of four different governance models for their capacity to further the mission of IPFW:

- Governance Model 1: Continuance of the current shared governance model and current allocation of mission areas set forth in the Management Agreement.
- Governance Model 2: Transfer of management and operating responsibilities for IPFW from the Purdue system to the IU system with continuation of the current allocation of mission areas set forth in the Management Agreement and governance in accordance with the policies that uniformly apply to the regional campus administered in the IU system.

- Governance Model 3: Elimination in Fort Wayne of the governance responsibilities, resource access programs, and degree programs of Purdue and IU and the establishment of a separate university with total control over its programmatic and operational functions.
- Governance Model 4: Realignment of the mission area responsibilities assigned to Purdue and IU with transfer of ultimate management and operating authority from Purdue to IU over the mission areas assigned to IU and clear designation of Purdue as the governing entity for mission areas not assigned to IU.

For the reasons set forth in the final recommendations of the IPFW Working Group (APPENDIX E), the majority of the Working Group members concluded that Governance Model 4 has the greatest potential for furthering the mission of IPFW as a Metropolitan University and fully meeting the needs of Northeast Indiana. APPENDIX F contains comments of Chancellor Vicky Carwein to the Final Report of the IPFW Working Group and APPENDIX G contains Chancellor Carwein's proposed revisions to the Final Report.

9.2 DISCUSSIONS CONCERNING IPFW COMMUNITY COUNCIL

The IPFW Community Council, formally named the IPFW Community Advisory Council, was established under the Management Agreement to foster close ties between IPFW, its alumni, the community, the region, and the state. The Council is comprised of members of business, civic, and education communities as well as alumni who have an interest in IPFW and one Board of Trustee member each from IU and Purdue. The chancellor of the campus serves as an ex-officio member of the Council and its committees.

Members of the IPFW Community Council recommended to the IPFW Working Group that the advisory responsibilities of the IPFW Community Council be expanded to specifically provide for input and advice from the IPFW Community Council at all stages, beginning at the earliest possible stage of development and approval, concerning all relevant aspects of the following:

- New programs in the academic mission areas assigned to IPFW, particularly with respect to any matter that will promote the expedited implementation of new programs needed by Northeast Indiana.
- New projects, such as the leadership center.
- Capital projects.
- Agendas related to matters requiring legislative action.

They also recommended that the IPFW Community Council:

- Be given authority to make direct recommendations to the Presidents and Boards of Trustees of Purdue and IU.
- That the Boards of Trustees of Purdue and IU regularly meet with the IPFW Community Council members and the legislative members from Northeast Indiana.
- That the Presidents and Boards of Trustees of Purdue and IU facilitate increased interaction and engagement of IPFW, in particular, and the Purdue and IU systems, in general, with the Northeastern Indiana community, its legislative delegation, and its business community.

9.3 DISCUSSIONS CONCERNING DEGREE OFFERINGS AND COURSE AND APPROVAL PROCESS MODIFICATIONS

Chancellor Carwein provided the IPFW Working Group with a nonexclusive list of new and expanded programs that, based on studies carried out by IPFW and others since at least 2010, she suggested are particularly critical for IPFW to offer as soon as possible to meet current workforce needs in Northeast Indiana. See, Tables 10 and 11.

The IPFW Working Group attempted to find reasons why, if the list of needed new and expanded courses was known or knowable, IPFW staff had not more aggressively taken the formal steps needed to obtain approvals from Purdue, IU, and ICHE to offer the needed programs. The IPFW Working Group noted that a number of universities in Northeast Indiana had successfully initiated new and expanded programs during the period from 2010 to the present. A member suggested that the informal and formal program and degree approval processes, policies, and documentation requirements in place in the Purdue and IU systems and at ICHE contributed to the problem. (Chancellor Carwein provided descriptions of the procedures and documentation needed to make programmatic changes at IPFW. See, APPENDICES A, B, C, and D.) He urged that obstacles, including internal processes that harmfully affect IPFW's ability to request a course of study, and external factors regarding existing mission differentiation policies, be eliminated. He made the following specific suggestions to advance a more market oriented solution to offering and approving new and expanded programs:

- Establish time limits at every stage of the review process. For example, possibly:
 - Limiting the administrative institutions' approval times to 3 to 6 months and giving the administrative institution first chance to offer the requested course of study. If the administering institution exceeds its allotted review period, IPFW or the requesting regional campus could explore, within budget limitations, other partnerships for the course of study. If offered separately the course need not carry the name of the administrative institution. Degree credit would be determined by the appropriate dean supervising the degree sought.
 - Limiting ICHE's approval process to 3 to 6 months with options to continue under alternate approval guidelines, including reasonable budget limits, if ICHE exceeds its allotted review period.
- Include appeal or review processes for denials at each stage of the approval process.
- Provide clear working guidelines not only for denial of a proposed new or expanded program but also what is needed for approval.
- Grant authority for campuses in the Purdue or IU system to offer courses of study in concert with other campuses in the system and other state educational institutions, including Ball State University, Indiana State University and, perhaps, Western Governors University. Partnerships with private institutions should also be permitted.
- Establish policies that encourage student financing through cooperative study paid through partnerships with Industries that would offer one to two year paid job internships in the disciplines being supported. Existing programs would be configured to appeal both to employers and students through revisions of financial support and expected graduation times.

- Conduct periodic studies of the history of new course offerings and discontinued courses as well as enrollment fluctuations in those courses to identify trends. For example, studying the rise and fall of master's degrees in education or the shortage of healthcare workers contrasted with public university offerings and expansion of existing programs.

9.4 DISCUSSIONS CONCERNING FUNDING

IPFW staff members serving on the IPFW Working Group offered data indicating that ICHE's goal of shifting associate degree programs to Ivy Tech Community College from IPFW has left IPFW responsible for degrees that are more expensive to produce (e.g., BA, BS, MA, MS, DNP) without compensating increases in state appropriations.

The IPFW staff members also presented a preliminary estimate that at least \$8.6 million in additional funds from the state are needed annually to provide for new and expanded degree programs, to improve graduation rates, and to replace obsolete information technology infrastructure:

- \$3 million dollars is needed to provide for high priority new and expanded degree programs as follows:
 - \$1.5 million dollars to meet the expenses of expanding IPFW's capacity to deliver regionally essential academic programs at the bachelor's level and above.
 - \$1.5 million dollars to support multidisciplinary programs for these academic degree areas.
- \$3.6 million dollars is needed for services to aid in student success, including:
 - Enhancing the quality of dual credit and concurrent enrollment programs.
 - Expanding capacity to deliver cooperative education and internships.
 - Expanding the support services in critical courses such as gateway mathematics courses.
 - Adding staff in student affairs and enrollment management to meet recruiting and retention needs.
- \$2 million dollars in additional funds to meet ongoing information technology infrastructure needs.

Residential full-time equivalent, or FTE, is a measure of enrollment used to compare the quantity of teaching services provided by and appropriations authorized for state public universities. Figures provided by ICHE⁶³ indicate that IPFW's level of state appropriation funding was:

- 4.27% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2015 and will be 4.27% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2017 when compared to comparable state public universities as determined using the Carnegie Classification™ scheme.

- 3.97% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2015 and will be 5.33% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2017 when compared to all four-year state public universities.
- At the median or midpoint for state appropriations per FTE (as calculated in MS Excel) when those four-year state public universities that are classified in the Carnegie Classification™ scheme as “doctoral universities” (i.e., research universities) are excluded.
- 2.22% above the median or midpoint for state appropriations per FTE (as calculated in MS Excel) in fiscal year 2015 and will be 1.16% above the median or midpoint for state appropriations per FTE (as calculated in MS Excel) in fiscal year 2017 when compared to those four-year state public universities that the Carnegie Classification™ scheme categorizes as having a campus with a primarily nonresidential student population (i.e., a primarily computer campus).

By comparison, state appropriation funding for IUPUI per FTE was \$4,636. Table 12 compares state appropriations per FTE for all state educational institutions for state Fiscal Year 2015 only.

State Educational Institution	FTE	Approp. per FTE: All	Approp. per FTE: Exclude Research Campuses	Approp. per FTE: Commuter Campus	Approp. Per FTE: Comparable Campus
IU-BL	22,651	\$8,158			
IU-East	2,141	\$4,198	\$4,198	\$4,198	
IU-Kokomo	2,296	\$5,255	\$5,255	\$5,255	
IU-Northwest	4,187	\$3,993	\$3,993	\$3,993	
IUPUI	20,697	\$4,636		\$4,636	
IU-South Bend	4,821	\$4,616	\$4,616	\$4,616	
IU-SE	3,469	\$5,504	\$5,504	\$5,504	\$5,504
PU-WL	19,369	\$8,566			
PU Cal	5,265	\$5,288	\$4,616	\$4,616	\$4,616
PU North Central	2,717	\$4,952	\$5,504	\$5,504	
IPFW	8,103	\$5,062	\$5,062	\$5,062	\$5,062
Ball State	15,467	\$7,892			
ISU	8,233	\$8,175			
USI	7,956	\$5,556	\$5,556		
MEDIAN (MS Excel)		\$5,272	\$5,062	\$4,952	\$5,288
IPFW-% Diff. From MEDIAN		-3.97%	0%	+2.22	-4.27%

The LSA analyzed various proposals for increasing the amount of funding distributed to IPFW from state appropriations awarded under ICHE’s performance funding formula. None of the proposals raised \$8.6 million dollars. The suggestion made by President Daniels⁶⁴ to apply the high impact (STEM or Science, Technology, Engineering and Mathematics) incentive component

in the performance funding formula for Tier 1 research institutions to IPFW raised only an additional \$318,729, assuming no impact on other funding categories or other state public universities resulting from reallocation of budget appropriations to this category. The proposal in the PolicyAnalytics Report to modify the "4-year on-time degree completion pay-off" incentive in the performance funding formula to provide an incentive to IPFW and the regional campuses for students who complete a degree in six years would have raised no additional dollars had it been in effect in the current state two-year budget cycle and would most likely not raise additional dollars in the next two-year state budget cycle. The completion component of the formula requires a school to demonstrate, using a three year rolling average, that graduation rates are improving before the school is eligible for additional state appropriations based on the number of students graduating. The trend for IPFW's six-year graduation rate does not meet this criteria.

The IPFW staff members serving on the IPFW Working Group suggested that ICHE make the following funding formula changes equitably for all state public universities:

- Tying base funding to types of degrees granted (i.e., cost of degree production), information technology needs, and student success, based on student profiles.
- Changing performance funding metrics to include or adjust the following factors:
 - Degree completion metrics other than increase in the number of degrees awarded.
 - At-risk degree completion.
 - Student persistence.
 - On-time graduation metrics other than increase in the number of on-time degrees awarded.
 - Institutionally defined measures.

9.5 DISCUSSIONS CONCERNING MANAGEMENT OBSTACLES

The IPFW staff members serving on the IPFW Working Group also recommended the following operational changes:

- The IPFW Foundation changes its role and function to that of an actively managed foundation performing functions such as, but not limited to, the following:
 - The development of a fundraising role, including annual goals.
 - Fiduciary responsibility for funds and assets donated to the IPFW Foundation and responsibility for directing the purposes for which IPFW Foundation funds and assets shall be used.
- Purdue allows IPFW to seek out and secure the most cost effective options for goods and services. It is expected that seeking out cost effective options includes seeking input from Purdue.
- Purdue and IU permit and assist IPFW in implementing a single, combined student transcripting system analogous to what exists at IUPUI.
- Purdue, in consultation with IPFW, evaluates the implementation and development of an online submission/tracking process for undergraduate and graduate programs.

- Purdue and IU, in consultation with IPFW, undertake a study to improve videoconferencing services within and between the Purdue and IU systems.
- IPFW creates and operates a separate alumni organization that is independent of the Purdue and IU system-wide alumni organizations. Efforts by IPFW to recruit members will include invitations to join the IPFW, Purdue, and IU alumni associations. Membership dues will come to IPFW and be dispersed according to members' wishes. On a regular basis, IPFW will transfer data regarding alumni to Purdue and IU as appropriate. Finally, IU will transfer current alumni data for alumni who attended IPFW to IPFW by the end of the first quarter of 2016. This will be a one-time transfer of information because IPFW will begin maintaining its own database of alumni no later than the end of the first quarter of 2016.
- Purdue establishes a program of raising the visibility of its regional campuses and IPFW in a manner similar to IU, including putting information about IPFW prominently on Purdue's main website.
- Purdue and IU establishes similar programs to forward undergraduate and graduate information to IPFW, using as a template Purdue's approach of automatically forwarding to IPFW applicants information for individuals who qualify for admission to undergraduate programs at PU-WL but are denied admission.

9.6 REALIGNMENT PROPOSAL

The final recommendations of the IPFW Working Group are attached to this report (APPENDIX E). Comments submitted by Chancellor Carwein are attached as APPENDICES F and G. The final recommendations do not incorporate all of the issues or recommendations presented to the IPFW Working Group but rather focus on a vision for the future governance of IPFW and realignment of the academic, research, and community service mission areas assigned to Purdue and IU. The proposal recommends replacement of the present shared governance model for IPFW "with a clear designation that Purdue University will be the governing entity of the campus." The proposed model would realign the academic mission areas assigned to Purdue with IU focusing on fewer academic mission areas, principally in health service fields. IPFW would become a campus in the Purdue system. In those academic mission areas in which IU is assigned responsibility, IU would have sole operating and management responsibility.

The Boards of Trustees of Purdue and IU reviewed the recommendations in December 2015. The IPFW Working Group presented the proposal to the IPFW Community Council in January 2016.

10 FINDINGS AND RECOMMENDATIONS

The comments made in this section are solely the thoughts of the author of this report and are not the policy positions of the Indiana General Assembly or any of its members. The ideas are presented only for the purpose of discussion.

10.1 ROLE: FOR OVER A DECADE, ICHE, HAS ESTABLISHED, AND PURDUE AND IU HAVE AGREED TO SUPPORT, CLEAR GOALS AND POLICIES FOR IPFW, WHICH INCLUDE EXPANDING BOTH BACCALAUREATE AND MASTER’S DEGREE PROGRAMS, BEING INVOLVED IN RESEARCH PROJECTS AND ACTIVITIES THAT SUPPORT LOCAL AND REGIONAL ECONOMIC DEVELOPMENT, AND IMPROVING STUDENT SUCCESS AND DEGREE COMPLETION.

ICHE policy documents supportive of improving and expanded teaching, adding and expanded master’s degree programs, and conducting research at IPFW date back to at least 2001. Purdue and IU agreed to these goals and made subsequent statements supportive of them. An IU study in 2005 went further and suggested that specialist and doctoral programs might be useful for IPFW to offer. The only ICHE policies that substantially changed since 2001 are:

- Policies transferring IPFW’s responsibility to offer associate degrees and stand-alone, noncredit remedial classes to IVY Tech.
- Policies directing IPFW to establish effective partnerships with high schools to improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.
- Policies authorizing IPFW to engage in more basic and other research that is not necessarily tied to local and regional needs.
- Policies authorizing IPFW to offer professional doctoral degrees.

Policies encouraging IPFW to enroll more college-ready students, conduct applied research, and provide programs leading to master’s degrees of significant local and regional interest have been in place for at least a decade.

10.2 PERFORMANCE: OVER THE PAST DECADE, THE EXTERNAL AND INTERNAL GOVERNANCE STRUCTURES FOR IPFW HAVE NOT PRODUCED SUBSTANTIAL GROWTH IN THE AREAS OF TEACHING AND RESEARCH THAT ARE IMPORTANT FOR THE WELL-BEING OF NORTHEAST INDIANA AND ITS CITIZENS, FOR EXAMPLE, A GAP IN OFFERED BACHELOR’S, MASTER’S, AND DOCTORAL OR PROFESSIONAL DEGREES AFFECTING AT LEAST 17 OCCUPATIONAL FIELDS AND 15 DEGREE PROGRAMS.

Despite the policies set by ICHE, acknowledgement of these policies in the Purdue and IU systems, implementation of management initiatives, (particularly under the direction of the current IPFW Chancellor), improvements in IPFW’s financial position, and support from citizens of Northeast Indiana:

- IPFW has seen no substantial growth or negative growth in degree-seeking enrollment, in the number of master’s degrees granted, in research funding, and in charitable giving.
- IPFW has a lower IPEDS or “student right to know” graduation rate than its peers and IUPUI but ranks better when students who transfer from IPFW to another college are counted.
- Time to completion for most full-time graduates from IPFW is 150% to 200% longer than the “normal time” to complete degree programs.

- Addition and expansion of degree programs at IPFW have lagged behind the needs of businesses, government, and nonprofit entities in Northeast Indiana for qualified graduates at the bachelor's, master's, and doctoral and professional degree levels, with the gap impacting at least 17 occupational fields and 15 degree and certificate programs.

Comparative data suggests that IPFW has room for improvement in these matters. To the extent these matters are important to the well-being of Northeast Indiana and its citizens, IPFW needs governance system changes to provide sufficient external and internal direction setting, policy and strategy decision-making, performance oversight and monitoring, and accountability to drive IPFW toward resolution of these issues.

10.3 REALIGNMENT PROPOSAL: THE REALIGNMENT PROPOSAL DEVELOPED BY PURDUE AND IU FOR IPFW PRESENTS A CLEAR, SPECIFIC PATH TOWARD IMPROVING THE DELIVERY OF TEACHING AND RESEARCH SERVICES IN NORTHEAST INDIANA.

The proposed realignment proposal in the report of the IPFW Working Group calls for replacement of the present shared governance model “with a clear designation that Purdue University will be the governing entity of the campus.” The proposed model would realign the academic mission areas assigned to Purdue with IU focusing on fewer academic mission areas, principally in health service fields. IPFW would become a campus in the Purdue system. In those academic mission areas in which IU is assigned responsibility, IU would have sole operating and management responsibility.

More importantly, the proposal proposes that Purdue and IU commit to making additional investments in Fort Wayne to meet the needs of Northeast Indiana.

The IPFW Working Group proposes that IU commit to do the following:

- IU shall enhance its health science and medical education offerings and will assess the feasibility of adding a School of Public Health to this campus. If a School of Public Health is added in Fort Wayne, Purdue and IU would continue to collaborate in the same way as currently practiced in the current IPFW College of Health and Human Services.
- IU will be responsible for the Medical School and related programs and each university will seek to preserve and enhance close collaborations in areas of mutual interest.
- IU commits to, in close consultation with Purdue, IPFW, and the citizens of Northeast Indiana and the Indiana General Assembly, pursuing the establishment of an inter-professional medical education center adjacent to its regional medical school.
- IU will commence efforts to expand medical research offerings through its Fort Wayne facilities, with the offerings to be aligned with local needs. IU's medical programs and Purdue's engineering programs will collaborate to advance the orthopedics device industry in Fort Wayne and will help establish Fort Wayne as an “innovation hub” for this particular industry.

The IPFW Working Group proposes that Purdue University commit to do the following:

- Purdue commits to collaborating with IU, IPFW, and local industries in Northeast Indiana on research related to orthopedic devices. PU-WL has a long history of research in this

area, and several graduates of Purdue's Weldon School of Biomedical Engineering are working for orthopedic devices companies in Northeast Indiana. In addition, faculty at PU-WL will work with IPFW engineering faculty to develop fundamental biomedical engineering courses which, over time, can form the foundation for a minor or major in Biomedical Engineering at IPFW if there is sufficient demand to warrant a formal program.

- PU-WL will continue to collaborate with IPFW and industry in Northeast Indiana in the area of advanced manufacturing. IN-MaC, the Indiana Next Generation Manufacturing Center, based at PU-WL, is supported by the State and is committed to advancing education and workforce development, statewide technology adoption, and research in manufacturing. IN-MaC currently has three projects at IPFW and is seeking opportunities to expand its involvement in Northeast Indiana.

The realignment proposal offers a clear and specific description of a potential future for IPFW that includes additional useful educational resources for Northeast Indiana. It brings a level of certainty, clarity, and accountability that could benefit the development of stronger programs in Northeast Indiana.

10.4 TRANSITION TEAM: A TRANSITION TEAM DIRECTLY RESPONSIBLE TO THE PRESIDENTS OF PURDUE AND IU, WITH SUBSTANTIAL CONSULTATION WITH IPFW FACULTY, STAFF, AND STUDENTS AND THE NORTHEAST INDIANA COMMUNITY, IS NECESSARY TO WORK THROUGH THE POLICY AND OPERATIONAL ISSUES RELATED TO THE REALIGNMENT PROPOSAL.

The realignment proposal from Purdue and IU concedes that a joint transition team, including faculty, staff, and administrative officials from the two flagship campuses and IPFW, is necessary to prepare for implementation of the proposal. The provisions of IC 21-26-5-6 requiring Purdue and IU to review the role and governance of IPFW directed them to develop qualitative and quantitative findings concerning the opportunities, costs, and risks of changing the governance structure for IPFW. With the development of this realignment proposal, that analysis can begin. Numerous student, personnel, financial, operational, educational, and community policy issues still need to be addressed.

Traditionally, Purdue has delegated substantial operational autonomy for IPFW to its chancellor. With respect to this transition team, the ultimate responsibility for its success resides in the Boards of Trustees of Purdue and IU. Strong leadership and public support for the realignment proposal, particularly from the president of each university and their cabinets, will be essential to achieving a successful result and aligning accountability with responsibility. In addition, implementation of a successful transition could be benefited by freely involving the talent located at the main campuses for Purdue and IU in solving some of the more difficult issues facing the delivery of teaching and research services in Northeast Indiana. The Presidents of Purdue and IU must actively manage the performance of the transition team. The transition team should evaluate what parts of Purdue's decentralized management style have impeded progress in Northeast Indiana and realign its internal governance system to implement more effective

external and internal direction setting, policy and strategy decision-making, performance oversight and monitoring, and accountability practices and policies to drive IPFW toward resolution of these issues.

The realignment proposal does not expressly commit to implementing solutions at IPFW to drive degree completion rates upward and time to degree completion statistics downward. Nor does the proposal directly address how to better connect students with regional employers. These are matters that the transition team or other associated teams can address. Similarly, how to fund the expansion and addition of needed degree and research programs in Northeast Indiana is a matter that can be addressed by the transition team.

The Metropolitan University model for IPFW, which was adopted in 2015 by the General Assembly as a model for IPFW, promotes the expansion of community partnerships as a beneficial objective and changing internal governance practices and policies to encourage these partnerships. The alignment proposal commits to having a community advisory council but does not:

- Elaborate on what formal and informal structures should be adopted to involve community leaders in guiding the future success of Purdue and IU programs in Northeast Indiana.
- Address how to integrate employer involvement in the educational process and student success through paid internships, cooperative study, and other experimental educational learning arrangements and scholarships.
- Address what practices and policies internal to the Purdue and IU programs in Northeast Indiana should be adopted to encourage orientation toward community needs.

These are issues that should be addressed by the transition team in substantial consultation with IPFW faculty and community leaders.

Urgency in completing the most important phases of the transition process may be a factor that the transition team considers. ICHE will require budget proposals to be submitted in 2016 and the General Assembly will adopt a budget for the next biennium in early 2017. Just as importantly, delay will push the benefits of realignment further into the future. The transition team can evaluate how best to expedite the priorities in Northeast Indiana at the university level and at the state level.

10.5 PARALLEL STATE REVIEW: A PARALLEL EVALUATION BY THE COMMISSION FOR HIGHER EDUCATION IS NECESSARY TO EVALUATE HOW BEST TO ADAPT STATE POLICIES RELATED TO FUNDING, PROGRAM APPROVAL, AND MISSION DIFFERENTIATION IN ORDER TO ACCOMPLISH THE DELIVERY OF TEACHING AND RESEARCH SERVICES IN NORTHEAST INDIANA.

Immediate initiation of parallel ICHE staff and member evaluation of some or all of the issues related to the IPFW realignment proposal would accelerate implementation of the proposal. For over a decade, ICHE goals and policies have been supportive of efforts to improve graduation

rates, reduce the time it takes to obtain a degree, and align the teaching and research efforts of campuses such as IPFW with economic, social, and cultural needs of the region the campuses serve. The realignment proposal seeks specific results with respect to the teaching and research services provided in Northeast Indiana. ICHE should consider what adaptations in its policies and funding formulas should be made to implement, achieve, and sustain the results proposed in the realignment proposal, particularly given that IPFW's state funding per FTE is 4.27% below comparable state educational institutions and IPFW will have additional costs to improve graduation rates and implement the expanded and additional degree programs that align with the economy in Northeast Indiana. With respect to the expansion and addition of degree programs. ICHE should work with Purdue and IU to determine if there is an approach to program approval that can decrease the total time necessary to move a degree program idea into IPFW's curricula. The solutions may be useful to all other state educational institutions. Some of the projects that ICHE has already initiated, such as the study of part-time students, the study of education through cooperatives, internships, and other experiential learning arrangements, and the report on the community college system, may have application to IPFW, particularly with respect to building a business model for IPFW that accomplishes the state's educational objectives in Northeast Indiana in a sustainable and affordable manner.

Evaluation and oversight reports, by their nature, tend to focus on unresolved issues. As a result, these reports devote less space to detailing the praiseworthy efforts and initiatives of their subject. With respect to IPFW, there are many remarkable people and programs at IPFW. Members of the Fort Wayne and Northeast Indiana community have made substantial contributions to moving IPFW forward. Some of these accomplishments are described in Appendix H. This report is not critical of these efforts. Its sole aim is to identify possible future changes that can enhance these efforts.

It should be noted that some trend data reviewed in Section 6 of this report does not reflect the impact of management initiatives undertaken by the current IPFW chancellor. In particular, any improvements occurring in undergraduate elapsed time to completion or in graduation rates will not be reflected in the published data until 2018 or later.

The author wishes to acknowledge the special contributions to this report made by current members of the LSA staff, Karen Firestone Rossen and Chuck Mayfield, and former member Stephanie Wells. The author appreciates the cooperation that the staffs of ICHE, the main campuses of Purdue and IU, and IPFW have given the author. Finally, the author wishes to thank the members of the IPFW Working Group who devoted substantial time and talent to review these issues and develop a proposed road map for the future of IPFW.

11 APPENDIX A: PROGRAM APPROVAL MATRIX

		IPFW GENERAL MATRIX FOR THE ADMINISTRATIVE APPROVAL PROCESS FOR NEW ACADEMIC PROGRAMS																
		Contingent Approvals	Academic Unit Approvals						University System Approvals						External Approvals			
Source: IPFW Updated-8/7/15			Dept	College	Remonstrance	Other Campus Approvals	Faculty Senate	VCAA	Chancellor	Other System Approvals	Purdue Provost/ President	Purdue Board of Trustees	IU ALC	IU EVP	IU Board of Trustees	ICHE	HLC	Programmatic Notes
IU Programs	New Degree Level		Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Approval	Action	Yes	<p>(a) Contingent Approvals: 1. University Graduate School: If degree(s) is (are) conferred by the graduate school. 2. Office of Continuing Studies: if offered online. Contact OCS before preparing proposal. 3. Office of International Studies: if offered through partnerships outside US.</p> <p>(b) ICHE Program Approvals: 1. ICHE approval is not necessary unless listed separately in ICHE inventory. If a 'new major' is to be separately reported to ICHE, follow 'new degree' process. 'New majors' in BA areas and in BS in Education areas are usually reported separately; other BS majors are usually not reported separately. 2. If a degree already exists and an additional designation is being added (e.g., adding a BS option where a BA is already approved), it is submitted to ICHE for Routine Staff Approval (RSA).</p> <p>(c) Per HEOA (Higher Education Opportunity Act), certificates must be categorized as to whether students are eligible to receive federal student aid solely through enrollment in the certificate program.</p>
	UG Certificates: New	Notes a & c	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA	Yes	
	Grad Certificates: New	Notes a & c	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA		
	UG Degrees: New	Notes a & b	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Action	Action		
	Grad Degrees: New	Notes a & b	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Action	RSA		
	Degrees (additional in same discipline)	Note a	Yes	Yes				Yes	Yes	APPEAR*			Approval	Approval	Action	Action		
	UG Degrees: New, Online (>50%)*	Note a	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR*			Approval	Approval	Action	Action		
	Grad Degrees: New Online (>50%)*	Note a	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Action	Action		
	UG Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA		
	Grad Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA		
	UG Degrees: Dual Degrees (both Existing)		Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Info	Info	AAR			
	Grad Degrees: Dual Degrees (both Existing)		Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Info	Info	AAR			
	Degrees and Cert: Name Change		Yes	Yes				Yes	Yes	APPEAR			Approval	Approval	AAR	RSA		
	Cert/ Degree/ Major/ Tracks/ Concentrations/ Specialization: Termination		Yes	Yes				Yes	Yes	Appear			Info	Info	Info	Info		
	UG Majors/ Tracks/ Concentrations/ Specializations: New	Note a	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	Appear			Approval	Approval	AAR			
	Grad Majors/ Tracks/ Concentrations/ Specializations: New	Note a	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	Appear			Approval	Approval	AAR			
	Majors/ Tracks/ Concentrations/ Specializations: Name Change		Yes	Yes				Yes	Yes	Appear			Approval	Approval	AAR			
	UG Minor: New		Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Appear			Info	Info				
	Grad Minor: New		Yes	Yes		Graduate SC	Yes	Yes	Yes	Appear			Info	Info				
	Minors: Name change		Yes	Yes				Yes	Yes									
PU Programs	New Degree Level		Yes	Yes		Graduate SC	Yes	Yes	Yes							Action	Yes	<p>APPEAR-Academic Program Proposal, Evaluation, and Review system</p> <p>* Existing IU programs moving to online are put in Appear as ne UG or Grad degrees</p>
	UG Certificates: New	Notes a & c	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA		
	Grad Certificates: New	Notes a & c	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA		
	UG Degrees: New	Notes a & b	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Grad School	Approval	Approval				Action		
	Grad Degrees: New	Notes a & b	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				Action		
	Degrees (additional in same discipline)	Note a	Yes	Yes				Yes	Yes	Grad School	Approval	Approval				RSA		
	UG Degrees: New, Online (>50%)	Note a	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA		
	Grad Degrees: New Online (>50%)	Note a	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA		
	UG Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA		
	Grad Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA		
	UG Degrees: Dual Degrees (both Existing)		Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Grad School	Approval	Approval						
	Grad Degrees: Dual Degrees (both Existing)		Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval						
	Degrees and Cert: Name Change		Yes	Yes				Yes	Yes	Grad School	Approval	Approval				RSA		
	Cert/ Degree/ Major/ Tracks/ Concentrations/ Specialization: Termination		Yes	Yes				Yes	Yes	Grad School	Info					Info		
	UG Degree Tracks: New	Notes a & b	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes									
	Grad Degree Tracks: New	Notes a & b	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School								
UG Majors/ Concentrations/ Specializations: New	Notes a & b	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval							
Grad Majors/ Concentrations/ Specializations: New	Notes a & b	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval							
Majors/ Tracks/ Concentrations/ Specializations: Name Change		Yes	Yes				Yes	Yes		Approval	Approval							
UG Minor: New		Yes	Yes		Curr Rvw SC	Yes	Yes	Yes										
Grad Minor: New		Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School									
Minors: Name change		Yes	Yes				Yes	Yes										

Please note with regard to the Board of Trustees: Administrative Action Report (AAR) items are information-only. Although Trustees do "accept" the items on the report, it is not an "approval". Action items must be APPROVED by the Trustees BEFORE they can

12 APPENDIX B: NEW ACADEMIC STRUCTURE APPROVAL MATRIX

IPFW GENERAL MATRIX FOR THE ADMINISTRATIVE APPROVAL PROCESS FOR NEW ACADEMIC STRUCTURES																
	Source: IPFW Updated-8/7/15	Campus Approvals					University Approvals						External Approvals		Structural Notes	
		Contingent Approvals	Dept	College	Other Campus Approvals	VCAA/Chancellor	Other System Approvals	Purdue Provost/President	Purdue Board of Trustees	IU ALC	IU EVP	IU Board of Trustees	ICHE	HLC		
Structural	Branch or Extension: New	Note d														<p>(d) Campus-based centers report as information-only; University-wide centers are review by the ALC, and require approval by EVPs (and consultation with VP research if research-based</p> <p>(e) Board of Trustees Agenda Item only if it involves substantial funding, otherwise it is an Administrative Action Report (AAR) item.</p> <p>(f) If IU Mission Programs are included.</p> <p>APPEAR-Academic Program Proposal, Evaluation, and Review system</p>
	School/College: New						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	Action (f)	Action	Yes		
	School/College: Name Change						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	Action (f)	Info			
	Department: New						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	AAR (f)				
	Department: Name Change						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	AAR (f)				
	Department: Transfer to a different School/College						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	AAR (f)				
	Centers: New	Notes d & e														
Centers: Name Change																
<p>GENERAL INFORMATION: Please note with regard to the Board of Trustees: Administrative Action Report (AAR) items are information-only. Although Trustees do "accept" the items on the report, it is not an "approval". Action items must be APPROVED by the Trustees BEFORE they can continue through the process. Programs cannot be advertised or announced prior to their last level of required approval.</p>																

13 APPENDIX C: DOCUMENTATION FOR PURDUE PROPOSALS, CHANGES & TERMINATIONS

		Degrees: Dual Degrees (both Existing)			X										X	X
		Degree and Cert: Name Change		X	X										X	X
		Cert/ Degree/ Major/ Track/ Concentrationh/ Specialization: Termination													X	X
		Degree Tracks: New										X			X	X
		Majors/ Concentrations/ Specialization: New	X		X			X	X			Form 25			X	X
		Majors/ Tracks/ Concentrations/ Specializations: Name Change		X	X										X	X
		Minors: New	X					X	X			X			X	X
		Minors: Name Change		X											X	X
		Transcription Notations													X	X
Purdue	Under-graduate															
		New Degree Level	X		X	X		X	X	X	X				X	X
		Certificates: New	X		X			X	X				X		X	X
		Degrees: New	X		X	X		X	X	X	X				X	X
		Degrees: Additional in same discipline	X		X	X		X	X	X	X				X	X
		Degrees: New, Online (>50%)	X		X	X		X	X	X	X				X	X
		Degrees: Existing, to be offered Online (>50%)	X		X										X	X
		Degrees: Dual Degrees (both Existing)			X										X	X
		Degree and Cert: Name Change		X	X										X	X
		Cert/ Degree/ Major/ Track/ Concentration/ Specialization: Termination													X	X
		Degree Tracks: New										X				
		Majors/ Concentrations/ Specializations: New	X		X			X	X			X			X	X
		Majors/ Tracks/ Concentrations/ Specializations: Name Change		X	X										X	X
		Minors: New	X					X	X			X			X	X
		Minors: Name Change		X											X	X
		Transcription Notations													X	X

14 APPENDIX D: DOCUMENTATION FOR IU PROPOSALS, CHANGES & TERMINATIONS

Updated 8/7/15		IPFW REQUIRED DOCUMENTATION FOR NEW PROPOSALS, CHANGES, AND TERMINATIONS (IU Programs Only)																	
School	Degree	Proposal Type	New Degree Cover Sheet	Name Change Cover Sheet	Purdue Board of Trustees (BOT) Transmittal Form	IPFW Program Pre-Proposal	Graduate ICHE Brief Proposal	UG ICHE Brief Proposal	ICHE Full Proposal	Library Resource Questionnaire	Liaison Library Memo	IU On-Line Pre-Proposal >50%	IPFW Request for New Minor	IPFW Request for New Major, Track, Concentration, or Specialization	IPFW Request for New Certificate	Memo from Chair to Dean & AssocVC	Memo from Chancellor		
IU	Graduate	New Degree Level	X			X	X		X	X	X	X			X	X	X		
		Certificates: New	X								X	X	X				X	X	
		Degrees: New	X			X	X		X				X				X	X	
		Degrees: Additional in same discipline	X			X	X		X				X				X	X	
		Degrees: New, Online (>50%)	X			X	X		X				X				X	X	
		Degrees: Existing, to be offered Online (>50%)											X				X	X	
		Degrees: Dual Degrees (both Existing)															X	X	
		Degree and Cert: Name Change		X													X	X	
		Cert/ Degree/ Major/ Track/ Concentration/ Specialization: Termination																X	X
		Majors/ Tracks/ Concentrations/ Specializations: New		X												X		X	X
		Majors/ Tracks/ Concentrations/ Specializations: Name Change			X													X	X
		Minors: New		X								X	X		X			X	X
		Minors: Name Change				X												X	X
		Transcription Notations																X	X
IU	Under-graduate	New Degree Level	X			X		X	X	X	X	X				X	X		
		Certificates: New	X					X	X	X	X	X			X		X	X	
		Degrees: New	X			X		X	X	X	X	X					X	X	
		Degrees: Additional in same discipline	X			X		X	X	X	X	X					X	X	
		Degrees: New, Online (>50%)	X			X		X	X	X	X	X					X	X	
		Degrees: Existing, to be offered Online (>50%)											X				X	X	
		Degrees: Dual Degrees (both Existing)															X	X	
		Degree and Cert: Name Change															X	X	
		Cert/ Degree/ Major/ Track/ Concentration/ Specialization: Termination																X	X
		Majors/ Tracks/ Concentrations/ Specializations: New		X								X	X			X		X	X
		Majors/ Tracks/ Concentrations/ Specializations: Name Change			X													X	X
		Minors: New		X									X					X	X
		Minors: Name Change				X												X	X
		Transcription Notations																X	X

15 APPENDIX E: FINAL REPORT OF THE IPFW WORKING GROUP (DECEMBER 15, 2015)

The Working Group finds that the shared campus model for managing Indiana University-Purdue University Fort Wayne, created more than 50 years ago, should be revised to align the institution more closely with the economic needs of the Northeast Indiana region and to better serve the community and in particular, students. The new model would require a management structure that is more streamlined, efficient and accountable. The Working Group, therefore, makes the following findings and recommendations:

1. The shared management model that has been in operation at Indiana University-Purdue University Fort Wayne for many years, in its current form, is not fully meeting the needs of Northeast Indiana.
2. The present shared management model should be replaced with a clear designation that Purdue University will be the governing entity of the campus, and that the present Indiana University-Purdue University Fort Wayne shall undergo a name change to reflect the fact that the Fort Wayne campus is a Purdue campus.
3. Indiana University shall continue to offer selected courses and degree programs at Purdue University Fort Wayne, though as a separate university. The courses and degrees will be primarily those closely related to Indiana University's continuing mission in Fort Wayne as set forth in paragraphs 4 and 5 below.
4. Indiana University shall maintain and enhance its health science and medical education offerings and will assess the feasibility of adding a School of Public Health to this campus. If a School of Public Health is added to Purdue Fort Wayne, IU and Purdue would continue to collaborate in the areas of Health and Human Services.
5. Indiana University will be responsible for the Medical School and related programs and each university will seek to preserve and enhance close collaborations in areas of mutual interest. IU will be responsible for undergraduate Nursing, as well as the existing IU School of Social Work. If a new School of Public Health is established, then Indiana University will be responsible for that school, as well. Purdue University Fort Wayne will continue to offer its Doctor of Nursing Practice and Master of Science in Nursing degree programs in collaboration with other Purdue campuses, as approved by the Indiana Commission for Higher Education. This arrangement also offers the opportunity for collaboration between IU and Purdue flagship campuses, as well as Purdue University regional campuses.
6. Indiana University commits to, in close consultation with Purdue University, Purdue University Fort Wayne, and the citizens of Northeast Indiana and the Indiana General Assembly, pursuing the establishment of an inter-professional medical education center adjacent to its Regional Medical School.
7. Indiana University will commence efforts to expand medical research offerings through its Fort Wayne facilities, with said offerings to be aligned with local needs. Indiana University's medical programs and Purdue's engineering programs will collaborate to advance the orthopedics device industry in Fort Wayne and will help establish Fort Wayne as an "innovation hub" for this particular

industry. Purdue commits to collaborating with Indiana University, IPFW and local industries in Northeast Indiana on research related to orthopedic devices. Purdue-West Lafayette has a long history of research in this area, and several graduates of Purdue's Weldon School of Biomedical Engineering are working for orthopedic devices companies in Northeast Indiana. In addition, faculty at Purdue-West Lafayette will work with IPFW Engineering faculty to develop fundamental biomedical engineering courses which, over time, can form the foundation for a minor or major in Biomedical Engineering at IPFW if there is sufficient demand to warrant a formal program.

8. Purdue-West Lafayette will continue to collaborate with IPFW and industry in Northeast Indiana in the area of advanced manufacturing. IN-MaC, the Indiana Next Generation Manufacturing Center, based at Purdue-West Lafayette, is supported by the State and is committed to advancing education and workforce development, statewide technology adoption, and research in manufacturing. IN-MaC currently has three projects at IPFW and is seeking opportunities to expand its involvement in Northeast Indiana.

9. All Indiana University schools, programs, and course offerings at Fort Wayne will initially be under the administrative direction of the Indiana University Regional Medical School and under the academic direction of the respective Indiana University school. Indiana University will review the appropriate organization and accreditation status of the IU schools and programs, both individually and collectively, and implement changes as needed, in accordance with IU policies and procedures. All degrees awarded by these schools will be Indiana University degrees. Purdue University Fort Wayne has extensive course offerings in chemistry, biology, etc. that would normally be required for an Indiana University health sciences degree. Rather than duplicate courses in Fort Wayne, the Indiana University Regional Medical Center and Purdue University Fort Wayne will work collaboratively to offer courses necessary to complete degree requirements.

10. Indiana University shall establish a Community Council to educate, connect, advise, and support the Indiana University research and degree programs at Fort Wayne.

11. All remaining schools, programs and course offerings at the Purdue University Fort Wayne campus shall be under the direction of Purdue University. All degrees awarded by Purdue University Fort Wayne will be Purdue degrees. New degree programs will be approved through the Purdue University process and submitted to the Commission for Higher Education by Purdue.

12. Nothing in this report will preclude a future agreement between Indiana University and Purdue University, with the advice and guidance of their respective area Community Councils, to allow an additional realignment between the two universities of some of the schools, programs, and courses offered at Purdue University Fort Wayne. Nothing in this report will preclude a future proposal by Purdue University or Indiana University to add new schools or programs at Fort Wayne in subject areas related to their areas of focus as outlined in this report, and the universities agree to consult in the formulation of any such proposal.

13. Purdue University Fort Wayne shall be permitted to have a separate alumni association and separate fundraising foundation. Graduates of the various programs shall have the right to choose whether they want to join or continue membership in the alumni association, as appropriate, of Purdue University and/or Indiana University and/or Purdue University Fort Wayne.

14. Purdue University will continue its work with the Community Council to educate, connect, advise and support the Purdue University research and degree programs at Fort Wayne.

15. Indiana University students will have Indiana University transcripts which will be aligned with the Indiana University statewide student information system. Indiana University will use its student information technology systems to implement and operate the Indiana University transcript and student information program(s).

16. Purdue University students will have Purdue University transcripts which will be managed by Purdue University and Purdue University Fort Wayne. Purdue University and Purdue University Fort Wayne will provide the technology system(s) to implement and operate Purdue University Fort Wayne transcript and student information program(s).

17. Indiana University and Purdue University will work together to assure that interactions between their respective information systems exchange relevant information in a timely and reliable manner, and provide a convenient and accurate student, faculty, and administrative experience with rosters, transcripts, and grades.

18. All future Purdue University Fort Wayne operational and administrative issues that are solely those of Purdue University and the Fort Wayne campus will be resolved between Purdue University and Purdue University Fort Wayne.

19. The management agreement executed by Indiana University and Purdue University will be amended to reflect the changed status of the various degree programs. Additionally, IC 21-26-4 will also be amended or repealed, if appropriate, to reflect the new status of the College of Visual and Performing Arts.

20. All faculty and staff members whose employment (and, for faculty, academic appointments) move from Purdue University to Indiana University, and vice versa, shall be held harmless in the transition of appointment from one university to the other. So, for example, a person holding campus-specific tenure at Indiana University would hold campus-specific tenure at Purdue University (and vice versa); a person who is three years into the tenure-probationary period at Purdue University would be three years into the tenure-probationary period at Indiana University (and vice versa); and so on.) Likewise, subject to reasonable time limitations, students currently enrolled in an academic program shall have the option to continue in that program as currently configured, including the degree of the university currently responsible for the degree.

21. The state appropriation for Indiana University-Purdue University Fort Wayne presently in existence for the 2015-17 biennium will remain until the end of the current biennium. Future separate budget requests from the Indiana University Regional Medical School and Purdue University Fort Wayne will reflect the level of support required for the newly structured entities.

22. Purdue University and Indiana University shall establish the necessary joint transition teams in order to implement the above changes that will include faculty, staff, and administrative officials from Indiana University, Purdue University, and Indiana University-Purdue University Fort Wayne.

The Working Group believes that its findings and recommendations, as well as the commitments made here by Purdue University, Indiana University and the Fort Wayne campus, offer a positive way forward for the Fort Wayne campus, as well as the students and citizens of Northeast Indiana.

16 APPENDIX F: IPFW ADDENDUM TO BE INCLUDED WITH RECOMMENDATIONS OF WORKING GROUP FROM CHANCELLOR CARWEIN (JANAURY 8, 2016)

This addendum accompanies the final set of recommendations as formally approved by the working group on December 15, 2015 by a vote of 6 -2. This addendum represents the views and recommendations of the Chancellor, Vice Chancellors, and Faculty leadership of IPFW. A number of major issues and questions are raised by the recommendations and are detailed below along with suggestions of how to address them. The leadership of IPFW strongly advises that due diligence be performed before a final decision is made to implement the recommendations.

First and foremost, the recommendation to transition the undergraduate nursing program to Indiana University is unacceptable on educational, pedagogical, or operational grounds. Likewise, leaving the masters' and doctoral programs with Purdue University but moving the undergraduate program to Indiana University is not based on any rationale that serves current or potential students of nursing, or strengthens the overall nursing offerings by either Indiana University or Purdue University. It should be noted that Purdue University has a long standing and nationally recognized reputation in both undergraduate and graduate nursing education. To divide up these programs between IU and Purdue makes no sense. In addition, the loss to IPFW of the undergraduate program results in a reduction of over 800 students, or 7.4 % of our degree seeking students and almost \$5 million in tuition revenue (9% of our total tuition revenue). IPFW's nursing majors are among our most academically talented students with a documented record of on-time graduation as well as immediate and long-term contribution to both the healthcare industry specifically and the regional economy generally. Nursing graduates account for nearly 7% of all graduates each year.

The vision for the collaborative inter-professional center focused on geriatrics, between four IPFW Colleges and the IU School of Medicine, has been in development for several months now and is built upon the premise that nursing, graduate and undergraduate, are integrated Purdue programs. This integration adds critical value, precisely because of the integration, to the center's vision.

The recommendations, as approved by the working group speak positively about and envision significant collaborations on the part of IPFW, Indiana University, and Purdue University to achieve a number of bold future objectives. In particular, while not detailed specifically in recommendation # 6, the recommendation speaks to the creation of an inter-professional education, research and clinical care center focused on geriatrics which is a collaboration already well underway between the IPFW Colleges of Health and Human Services, Visual and Performing Arts, Education, and Engineering and the IU School of Medicine.

This is a very exciting initiative and holds great promise for Northeast Indiana and our universities, but only if a true collaboration of equal partners is fostered and supported. Appropriate resources, including funding and other support, must come to each partner for this collaboration to be successful.

Recommendation #7 assures collaboration between IU medical programs and Purdue engineering programs to help establish Fort Wayne as an "innovation hub" for the orthopedics device industry

and further commits Purdue West Lafayette faculty to work with IPFW engineering faculty to develop biomedical engineering courses leading to, given demand, a minor or major at IPFW.

Recommendation #8 commits Purdue West Lafayette to collaborate with IPFW and industry in Northeast Indiana in advanced manufacturing.

Both recommendations #7 and #8 hold the promise of exciting opportunity. It is unclear why these opportunities could not have been advanced within the current structure. In fact, the inter-professional center initiative (recommendation #6) was conceived and developed out of long standing and significant collaborations already underway between the IPFW Colleges of Health and Human Services, Education, Engineering and Visual and Performing Arts and the IU School of Medicine, and has been in development for several months now.

IPFW strongly supports recommendations #7 and #8, but questions who will be responsible for assuring the necessary collaborations will occur and where the required resources will come from. The commitment to collaborate is a necessary first step, but who is going to make it happen, and most importantly, what is the specific resource commitment of Indiana University and Purdue University? Additionally, while recommendations #7 and #8 have significant potential to positively impact the economy of northeast Indiana, investments in new academic programs should not be made without a significant amount of input from regional industry so that there is clear assurance that future degree programs are fully designed to meet long-term regional needs.

Preliminary cost estimates of planned new and expanded programs, resulting from strategic planning work in 2014, in nursing (both undergraduate and graduate), engineering (including materials, industrial and manufacturing), actuarial science, the leadership center and inter-professional center total over \$40 million. This preliminary estimate is likely low due to the higher cost of these laboratory and clinically intensive programs. Included in this estimate are a significant number of new faculty positions, laboratories and equipment, and infrastructure needed to create new programs.

A serious omission in the approved set recommendations is any statement that actually commits either or both university systems to making any investments, let alone the level of investments necessary to achieve the goals and vision outlined in the document. Absent a clear statement of the support and level of investment each system plans to commit to achieving the vision outlined in the recommendations, the proposed changes will produce few results.

I have attached the revisions IPFW leadership proposed on December 2, 2015 in response to the first draft of the recommendations which was distributed to the working group on November 30, 2015. It is noted that none of our proposed revisions were incorporated (including those technical corrections the working group had agreed to).

The leadership of IPFW understands that trends in higher education over the past decade or longer and needs of future students and our region require us to operate and offer programming differently than in the past. The proposal recommendations offer exciting possibilities and opportunities that allow IPFW to be more responsive and better meet the needs of our students and region in the future.

However, these opportunities do not come without major challenges, issues and questions that need to be resolved. A careful and studied approach that considers the impact of these recommendations upon students, faculty, staff, alumni, donors, the community and how best to

move forward will be in the best interest of IPFW, Indiana University, Purdue University and the community and region we serve.

If Presidents Daniels and McRobbie and the two Boards of Trustees agree to move forward with the concept of two separate universities in Fort Wayne, due diligence of the impacts must be completed and strategies for implementation must be developed. In addition, significant resource commitments must be made.

17 APPENDIX G: PROPOSED REVISION TO FINAL REPORT OF THE IPFW WORKING GROUP FROM CHANCELLOR CARWEIN (JANUARY 8, 2016)

The IPFW Working Group finds that the shared campus model for governing Indiana University-Purdue University Fort Wayne (IPFW), created more than 50 years ago, has worked, but not as well as hoped. Over the years, challenges have emerged and the Working Group believes it is time to give careful consideration to a new and unique governance structure. The goal of the governance structure is to align the institution more closely with the needs of Northeast Indiana and to better serve students. To do this, the new structure must be more streamlined, efficient, and accountable than the current governance structure.

The Working Group also believes new investments by Indiana University and Purdue University are necessary.

For the purposes of this document the name Purdue University Northeast (PNE) (final name yet to be determined) is utilized.

The Working Group, therefore, makes the following recommendations:

1. The present shared governance model should be replaced with a clear designation that Purdue University will be the governing entity of the campus, and that IPFW shall undergo a name change to reflect the fact that the Fort Wayne campus is a Purdue campus—Purdue University Northeast (PNE). The final name will be determined in consultation with the community.
2. PNE will maintain all currently existing self-governance and autonomy; e.g., undergraduate program development and implementation, student policies, branding and identity.
3. Indiana University shall continue to offer medical education and the Master of Social Work. Indiana University will be afforded the opportunity to develop post-baccalaureate and professional degree programs on the PNE campus. Any new programs will be related to Indiana University's continuing mission in Fort Wayne as set forth in paragraphs 4 and 5, and will be approved through the Indiana University process and submitted to the Commission for Higher Education by Indiana University.
4. Indiana University shall focus its offerings in graduate level health sciences and medical education.
5. Indiana University, in collaboration with Purdue University, PNE, the Indiana University School of Medicine at Fort Wayne, the citizens of northeast Indiana, and the Indiana General Assembly, will establish an inter-professional (medical, nursing, health sciences, counseling, music, art) education, research and clinical care center on the PNE campus, focusing on joint educational programming, collaborative research and clinical care involving multiple academic disciplines.
6. Indiana University will commence efforts immediately to expand medical research offerings through its Fort Wayne facilities, with said offerings to be aligned with regional needs, especially the orthopedics device industry. Indiana University's medical programs and Purdue University's engineering programs will collaborate to establish Fort Wayne as an "innovation hub" for this industry.

7. Indiana University will assess the feasibility of adding a School of Public Health to its Fort Wayne programs.
8. All Indiana University schools, programs and course offerings at Fort Wayne will be under the administrative direction of the Indiana University School of Medicine at Fort Wayne and under the academic direction of the respective Indiana University school. All degrees awarded by these schools will be Indiana University degrees. The programs administered by the Indiana University School of Medicine at Fort Wayne will not offer courses similar to courses offered by PNE.
9. All remaining schools, programs, course offerings, and faculty with their current rank and tenure at PNE shall be under the direction of Purdue University. All degrees awarded by PNE will be Purdue degrees. New degree programs will be approved through the Purdue University process and submitted to the Commission for Higher Education by Purdue.
10. Purdue West Lafayette faculty will work with PNE Engineering faculty to develop fundamental biomedical engineering courses which, over time, can form the foundation for a minor or major in Biomedical Engineering at PNE if there is sufficient demand to warrant a formal program.
11. Purdue University will continue to collaborate in course and program development and research with PNE and industry in Northeast Indiana in the area of advanced manufacturing through IN-MaC, the Indiana Next Generation Manufacturing Center, based at Purdue-West Lafayette.
12. Collaborations that leverage the strengths of Indiana University, Purdue University, and PNE in health sciences, medical education, and engineering will be developed to respond to opportunities in the region, especially in the orthopedic industry and advanced manufacturing arena.
13. Indiana University shall establish a Community Council to educate, connect, advise and support the Indiana University research and education programs at Fort Wayne.
14. Purdue University will continue its work with the existing Community Council to educate, connect, advise, and support the Purdue University research and education programs at Fort Wayne.
15. PNE shall have a separate alumni association. Graduates shall have the right to choose whether they want to join the alumni association of Purdue University and/or Purdue University Northeast.
16. PNE shall have a separate fundraising foundation.
17. Information (names, contact information, etc.) about all Indiana University graduates of IPFW that is maintained by Indiana University, the Indiana University Alumni Association, and related organizations will be provided to PNE when the change in the governance structure is finalized.
18. Indiana University students will have Indiana University transcripts which will be aligned with the Indiana University statewide student information system. Indiana University will use its student information technology systems to implement and operate the Indiana University transcript and student information program(s).
19. Purdue University students will have Purdue University transcripts which will be managed by Purdue University and PNE. Purdue University and PNE will provide the technology system(s) to implement and operate PNE transcript and student information program(s).
20. All future PNE operational and administrative issues that are solely those of Purdue University

and the Fort Wayne campus will be resolved between Purdue University and Purdue University Northeast.

21. The management agreement executed by Indiana University and Purdue University will be amended to reflect the changed status of the various degree programs. Additionally, IC 21-26-4 will also be amended or repealed, if appropriate, to reflect the new status of the College of Visual and Performing Arts.
22. The state appropriation for Indiana University-Purdue University Fort Wayne presently in existence for the 2015-17 biennium will remain until the end of the current biennium. Future separate budget requests from the Indiana University School of Medicine at Fort Wayne will reflect the level of support required by each institution for the newly structured entities.
23. Nothing in this proposal will preclude a future agreement between Indiana University and Purdue University, with the advice and guidance of their respective area Community Councils, to allow an additional realignment between the two universities of some of the schools, programs and courses offered at PNE.

The working group believes that its findings and recommendations regarding the change in the governance structure are worth careful consideration. To that end, a joint review team from Indiana University, Purdue University, and IPFW, chaired by the Chancellor of IPFW, shall be appointed by the end of January and report on the feasibility of the proposed governance structure by the end of the 2015/16 academic year. If the proposed structure proves to be likely to align the institution more closely with the needs of Northeast Indiana and serve students better by being more streamlined, efficient, and accountable than the current governance structure, the review team will include in its report the steps that will be necessary.

18 APPENDIX H: RESPONSE TO LSA REPORT FROM CHANCELLOR CARWEIN (JANUARY 11, 2016)

The IPFW leadership team (Chancellor, Vice Chancellors and Faculty Leaders) has a number of comments in response to your draft report. I am not sure it is of value to specifically edit at this point, but we would offer the following:

On pages two and 29 you state the five bullets of areas of needed improvement, which seem to be the bulleted summary of concerns raised in the document. We would ask that the following be acknowledged and included:

The first bullet does not acknowledge the national recession that impacted higher education enrollments downward across the country. This past fall, our freshman admits increased by 4.7%[†] while many of Indiana's campuses experienced decreases in their freshman enrollments. This is a positive sign of recession recovery. In addition, a larger number of these new admits are taking full time loads as compared to last year, another positive sign.

As to graduate degrees, no mention is made of legislation a few years ago that effectively closed the master's programs in education across the state, taking one of IPFW's largest enrolled graduate programs of a few hundred students to zero today.[‡]

The "normal time" (assuming you are talking about four-year graduation rate) will always be a challenge for campuses like IPFW and it is generally understood, including by our Community Council that a four-year rate doesn't work for us. As long as we serve the non-traditional student population we do, we will always score low on a four-year metric.

My impression from the working group discussions was that all understand that a major factor in new program development is the length of the campus, system and state approval processes. Those area schools you reference that have beat us to the offerings are the private institutions (Trine, St. Francis, Huntington, Indiana Tech) who can generate an idea and launch it in a very short time with very few steps of approval. The bullet reads as though we have been unresponsive, it hasn't been from lack of trying.

The last bullet does not explain that IPFW (as a regional campus) was NOT allowed to offer any doctoral programs until the DNP collaboration was developed. ICHE, in fact, changed the regional campuses document to specifically allow for this program.[§]

[†] Author's Note: The number of new freshman enrolled in IPFW in Fall 2015 increased by 75 individuals over Fall 2014 but the number of returning freshmen decreased by 407, the number of sophomores decreased by 308, the number of juniors increased by 34, and the number of seniors increased by 38. Graduate degree students increased by 16. See, Section 6.1 of report.

[‡] Author's Note: The Chancellor may be referencing IC 20-28-9-1.5. In the period 2010 through 2014, the number of students enrolled in an M.S.Ed. degree granting program decreased by 40.21% from 194 to 116. IPFW. (November 2014). Statistical Profile. (2014-2015, Table 16).

^{§§} Author's Note: This bullet point has been removed from the report. ICHE policy with regard to doctoral programs and professional degree programs did not change until 2013.

It should be noted that in fall of 2012 when I began as Chancellor, I was confronted with a \$13+ million budget deficit. It has taken three years to bring the budget into alignment and restore the financial health of the institution. We have successfully achieved a CFI (Composite Financial Index) of 2.99, a measure of financial health utilized by HLC, nearly reaching our Plan 2020 goal of 3.0 four years early. We are now at a point where energy can be re-focused from cutting and stabilizing the institution to building it.

There is no question that improvements need to be made in many arenas, and there are exciting opportunities outlined in the proposal. The campus deserves credit in the report for the exceptionally hard decisions made to financially stabilize the institution over the past three years and initiate improvements. A significant number of changes in staffing across the institution and particularly in academic leadership, internal re-structuring, new initiatives particularly in the admissions and retention areas, re-allocation of resources, and curriculum development for new and expanded majors and degrees are all well underway. The results of these changes will not be fully visible or realized for a number of years. We have a lot of great things to celebrate, specifically the work already completed to position the campus for success of a number of already identified "big ideas".

It is easy to lead and manage when times are good, the economy is strong, and enrollments and money are flowing in. It is much harder when there is a downturn. I have no doubts that the decisions made and actions taken over the past three and a half years to deal with the downturn have positioned IPFW to take advantage of future opportunities and grow. There is much hard work ahead but much has been done to bring the campus to this point and position it for the future.

Just a sampling of work/accomplishments to be celebrated:

National rankings:

- undergraduate business programs
- undergraduate engineering programs for schools without doctorates
- graduate nursing
- graduate public affairs
- online programs
- service to Veterans
- full national accreditation of all discipline specific programs that have national accrediting bodies
- full and continuing accreditation by the Higher Learning Commission (HLC) for 42 years

Very importantly, the Brookings Institute, in April of 2015,** evaluated hundreds of schools across the country on value-added measures to predict economic outcomes (mid-career salaries) of graduates. IPFW scored very well on this measure, demonstrating that our graduates are successful and IPFW is competitive. While it may be argued that this is an economic measure only, given the particular demographics of our students; i.e., over 50% first generation, high number of Pell grant recipients,

** Author's Note: Rothwell, Jonathan; Siddharth, Kulkarni. Beyond College Rankings. Brookings. (April 29, 2015). Retrieved January 12, 2016, from. <http://www.brookings.edu/research/reports2/2015/04/29-beyond-college-rankings-rothwell-kulkarni>.

taking less than full-time loads due to work commitments and non-residential status, IPFW out-scored many institutions in Indiana (e.g., Ball State, all the IU regionals) and tied with IUPUI.

A brief paragraph on the last page of the report (p. 34) alludes to "praiseworthy efforts" and "remarkable people and programs at IPFW" but no examples are given. While perhaps I am over sensitive, I would appreciate inclusion of the above information.

IPFW administrators, faculty and staff well understand the challenges and needs for improvement in the areas you identify and summarize by the five bullets on pages two and 29. Many steps have already been taken to begin addressing them and we look forward to future collaborations and partnerships that will support our expansion and growth.

19 REFERENCES

- ¹ ICHE. (2015). CHE Public Postsecondary Institution Enrollment Update (p. 7, Rep.).
- ² Higher Learning Commission. (2016, January 13). Statement of Accreditation Status Indiana University-Purdue University Fort Wayne. Retrieved January 13, 2016.
- ³ Accreditation. (n.d.). Retrieved January 13, 2016, from <http://www.ipfw.edu/offices/ir/accreditation/>;
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⁵² LSA's Region 3 Higher Ed Model V3 (July 07, 2015) uses labor market and occupation data from the Indiana Department of Workforce Development and the U.S. Bureau of Labor Statistics and matches it with self-reported degree/certificate completion data from IPFW to the National Center for Education Statistics. Priority Occupations are defined as those occupations that are identified by DWD as high wage/high demand (HWHD) for the state/region. They must also be occupations with a minimum educational attainment for entry into the field (see Assumptions). Labor analysis completed using 2011-2013 Indiana long term HWHD projections and 2010-2012 Region 3 HWHD projections, as compiled by DWD. Projections are until 2020 for statewide and 2018 for local area. The average number of openings include both growth (new positions) and replacements (terminations, retirements), as calculated by DWD. Qualified degreed applicants were matched with occupational opportunities based on CIP (Classification of Instructional Programs) codes as reported from the National Center for Education Statistics. These CIP codes are self-reported by the institution for higher education and may limit the occupations that may be represented here (example - IPFW reports accounting degrees under a more general business CIP, which precludes the accountant and auditor occupation from being recognized as a discreet corresponding occupation here). Degrees will not sum to actual totals, due to several degree categories being listed as NO MATCH in the SOC/CIP crosswalk. The model does not account for qualified individuals who move into the area (in-migration), but does account for retention within the area. The model only utilizes information from IPFW and not from other area colleges/universities. The model assumes a standard degree completion rate. Local cohort includes Indiana Institute of Technology; Brown Mackie College, Fort Wayne; Ivy Tech Community College Northeast; University of Saint Francis Fort Wayne; ITT Technical Institute Fort Wayne; MedTech College Ft. Wayne Campus; International Business College; Trine University Regional/Non Traditional Campuses; Huntington University; Manchester College; Grace College and Theological Seminary; Trine University; Defiance College (Defiance, Ohio); Taylor University; Goshen College; Indiana Wesleyan University; and Wright State University Lake Campus (Celina, Ohio). Ivy Tech only reports its statewide data to IPEDS, so this analysis assumes that 10% of total Ivy Tech completions occur in the greater Fort Wayne region.

⁵³ Statistical Profile. (2000-2001, pp. 13-15; 2014-2015, pp. 11-12).

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⁵⁶ IPFW. (June 16, 2015). IPFW Data [E-mail to the author]. With attachment IPFW DNP Financial Model 9 16 13 2.xlsx.

⁵⁷ IPFW. (September 10, 2015). IPFW new Programming areas and areas for expansion [E-mail to the author]; IPFW. (November 5, 2015). Edits to working group draft to 10/30 document [Email to the author].

⁵⁸ Nelms, Charles; Louis, Kenneth. (January 26, 2005). Eight Campus Identities, One Shared Destiny. Indiana University. (p. 15, rep.).

⁵⁹ Mitch Daniels clarifies remarks about Purdue's regional campuses. (2014, August 14). The Indianapolis Star. Retrieved from <http://www.indystar.com/story/news/education/2014/08/19/mitch-daniels-clarifies-remarks-purdue-regional-campuses/14278913/>.

⁶⁰ P.L.213-2015, Section 238.

⁶¹ IUPUI is a member of both CUMU and USUC; IUPUI hosts the journal of the CUMU and IUPUI's president is the chair of the USUC. For more information about CUMU go to the web page <http://www.cumuonline.org/>. For more information about USUC go to the web page <http://usucoalition.org/>.

⁶² Barbara A. Holland. (Fall 1997). Analyzing Institutional Commitment to Service. Michigan Journal of Community Service Learning, (Vol. 4, pp. 30-41).

⁶³ ICHE. (October 21, 2015). Higher Education Performance Funding [E-mail to the author]. With attachment Final As Passed HB1001.xlsw. Based on the Carnegie Classification scheme, the following are not research/doctoral universities: IUE, IUK, IUNW, IUSB, IUSE, PUC, PUNC, and IPFW. Based on the Carnegie Classification scheme, the following are primarily nonresidential: IUE, IUK, IUNW, IUPUI:GA, IUSB, IUSE, PUC, PUNC, and IPFW. See, ⁶³ Institution Lookup.

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