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Self-Study Draft: Our Bridge to the Future: Chapter 1, Criterion 1: Mission and Integrity

Indiana University-Purdue University Fort Wayne

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Chapter 1

February 11, 2010



Criterion 1: Mission and Integrity

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

IPFW has established a mission statement through its strategic planning process, along with goals and strategies that identify the ways that the mission statement will be fulfilled. The planning process included the faculty, staff, administration, and representatives of the public and students, and the Purdue University Board of Trustees. The University's processes for pursuing strategic initiatives, and reporting on the success of these initiatives, serve to continue the involvement of all of these constituencies in the fulfillment of the mission.

The mission statement, and related statements on diversity and integrity, underlie the University's operations and are made public as the University's commitment to quality and integrity. They are supported through the University's governance and administrative structures, and they are reinforced through the annual reporting processes.

Chapter One will document IPFW significant advances clarifying and advancing its mission over the past decade. Since the last self-study process for the Higher Learning Commission, IPFW has

- Established a mission statement in its Strategic Plan for 2001-2006 (later extended to 2007)
- Revised its Diversity Statement in December 2000
- Published a Statement on Integrity in 2005
- Refined its mission statement in the Strategic Plan for 2008-2014
- Made regular realignments of its administrative structures in order to more effectively accomplish its mission.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

IPFW was created in 1975 by action of the Indiana University and Purdue University Boards of Trustees as a merger of their respective extension campuses in Fort Wayne. The merger represented the culmination of a twenty-year process, initiated by a group of Fort Wayne citizens who arranged for the purchase and construction of a shared campus that opened in 1964. The formal creation of a merged institution was encouraged by the 1972 NCA accreditation report that criticized the “cumbersome administrative relationship” and “restrictive mission assignments” of a joint university extension center (Ankenbruck, 1983). Each NCA review since has noted the continuing evolution of the institution as IPFW sought to establish its own identity distinct from Indiana and Purdue Universities. The campus is managed by Purdue University under terms of a management agreement between the two universities that is renewed every five years.

IPFW established its first Strategic Plan in 1996. The plan included a mission statement with institutional goals and objectives, “current and continuous priorities,” and “longer-term objectives” that together guide program and allocation decisions.

The University participated in the Purdue University Strategic Planning process in the 2000-01 academic year, which led to approval by the Board of Trustees of *Strategies for Excellence: The IPFW Strategic Plan for 2001-2006*. This plan included a new mission statement, vision and values statements, strategic goals, and related initiatives. This plan marked the first time that the Board of Trustees had given formal approval to a

mission statement for IPFW. The plan was later extended to include the 2006-07 academic year, and copies of the annual Accomplishments Reports are available in the Resource Room.

Again through participation in a Purdue University planning process, IPFW reviewed its progress under the 2001 plan, considered emerging needs and obligations, and developed *Strategies for Excellence: The IPFW Strategic Plan for 2008-2014*. The Trustees approved the plan in September 2008. Continuing the process established during the previous plan, annual accomplishments reports will be prepared and presented to the Trustees and the campus community.

Intentionally, the plan is principled rather than prescriptive, providing a framework of institutional goals and priorities that are to guide the plans and actions of individual schools, departments, and offices. The plan does not assign specific responsibilities to specific offices; each campus unit, however, is expected to design its own goals and objectives in a manner that will contribute toward realizing the campus priorities. The Office of Institutional Research and Analysis prepares the annual Accomplishments Reports and compiles institutional metrics, peer-institution benchmarks, and the investments in the various strategic initiatives. The Strategic Planning and Review Committee (SPARC) meets periodically to take stock of accomplishments and to update the plan. The deans have the responsibility for implementing the plan at the college and school level.

Strategies for Excellence: The IPFW Strategic Plan 2008-2014 states the University's mission:

IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources.

The plan also includes statements of vision, values, shared initiatives, goals, and organizational priorities that were developed through a broadly-based process that

involved faculty, staff, students, and community partners. In turn the mission and related statements define the University's programs, services, and activities that are provided to its constituencies.

The University's mission documents include several statements that supplement the mission, vision, values, and goals in the Strategic Plan. The IPFW Statement on Diversity and IPFW Statement on Civility address two important issues related to the accomplishment of the University mission. The University's mission and related statements are supplemented by actions taken by the IPFW Senate to define the goals for student learning. The IPFW Baccalaureate Framework (Appendix I), adopted by the IPFW Senate in 2006, describes the expectations for each student graduating from a baccalaureate degree program. Similarly, the IPFW General Education program (Appendix J) defines the general education requirements that must be met in each associate and baccalaureate degree program.

The mission and related statements also demonstrate a strong commitment to high quality in all of the University's endeavors through attention to standards for faculty and staff qualifications, programmatic accreditation, the program review processes, ongoing assessment of student learning, and meeting the needs of students through academic and personal support services.

The University makes the plan available to the public through its Web site and through distribution of copies of the plan to faculty, staff, and external constituencies. The importance of the plan is reinforced through the compilation and distribution of the annual Accomplishments Reports and through directions to the colleges, schools, and administrative units that their plans be consistent with the University's plan and be developed in a comparable format. The mission and related statements are also the basis for the "About the University" and "Baccalaureate Framework" sections in the introductory part of the *Undergraduate Bulletin* and *Graduate Bulletin* (available in the Resource Room and on the Web site at <http://www.ipfw.edu/academics/bulletins/>).

Core Component 1b: In its mission documents the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The University's mission statement includes an implicit commitment to support for diversity through its efforts to "meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources." The University's values make a more explicit commitment to diversity through efforts to establish a campus environment that promotes ". . . respect for diversity. . ." and the shared initiative to "foster a diverse, inclusive, multicultural, and international campus community." Diversity is also an explicit dimension of the goals, strategic directions, and action priorities, including increasing faculty, staff, and student diversity, preparing students to work in a multicultural and global economy, expanding academic support for a diverse community of learners, and expanding the diversity of cultural, athletic, artistic, educational, and recreational programs for the community.

The *IPFW Statement on Diversity* provides additional evidence of the University's commitment to incorporating diversity in its programs, services, and activities:

Indiana University-Purdue University Fort Wayne is committed to creating an environment that enhances learning by recognizing the inherent worth of all individuals at the University. Diversity stimulates creativity, promotes the exchange of ideas, and enriches campus life. The term diversity encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not necessarily limited to, differences of race, ethnicity, color, gender, sexual orientation, class, age, and disabilities, as well as political and religious affiliation, and socioeconomic status.

Similarly, the *IPFW Statement on Civility* provides a context for faculty, staff, and students to participate in the University community:

Indiana University—Purdue University Fort Wayne is committed to the goals and ethics of research, scholarship, and education. The foundation of academic pursuit is the process of free inquiry, in which individuals may openly explore and express ideas. Free inquiry requires an environment that encourages open investigation, as well as the educational growth and positive social development of individuals. Therefore, it is important to state explicitly the ethics that define our academic community.

Prominent among the values that define the academic community is civility, which includes mutual respect, fairness, and politeness. Membership in any community requires a concern for the common good for all who belong to that community. Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the University.

Because it is not possible to establish a set of rules or guidelines that will address every issue of civility, all members of the academic community are called upon to promote and value this ethic of common respect and civility. Ultimately, such a community-wide concern will assure the continuation of a free and open exchange of ideas.

Finally, the preamble of the *IPFW Code of Student Rights, Responsibilities and Conduct* states that:

IPFW regulations governing the actions of students are intended to enhance the values that must be maintained in the pursuit of IPFW's mission and goals. These values include freedom of inquiry, intellectual honesty, freedom for the open expression of ideas and opinions within limits that protect the rights of others, and respect for the views and the dignity of other persons. In exercising their rights, students must bear responsibility to act in accordance with local, state, and national laws and IPFW rules. No right should be construed as enabling students to infringe upon the individual rights of another member of the academic community.

The mission documents and related statements provide a basis for the University's efforts to promote diversity. Foremost among these strategies are the efforts of the Diversity Council and the Offices of Diversity and Multicultural Affairs, International Student Services, and Services for Students with Disabilities. The University also

maintains an Office of Affirmative Action/Equal Opportunity to address issues related to diversity.

The University's diversity efforts have led to significant gains in the diversity of both students and employees. Details are shown in Table 1-1 below.

Table 1-1: Diversity Data

Year	Category	Total Students/ Employees	Minority Students/ Employees	Minority Share
2000	Students	10,532	1,042	9.9%
	Regular Faculty	337	42	12.5%
	Administration	204	10	4.9%
	Clerical Staff	168	8	4.8%
	Service Staff	140	16	11.4%
	Total Staff	849	76	9.0%
2008	Students	12,338	1,401	11.4%
	Regular Faculty	393	71	18.1%
	Administration	313	33	10.5%
	Clerical Staff	199	19	9.5%
	Service Staff	199	28	14.1%
	Total Staff	1,104	151	13.7%

Diversity Council

The Diversity Council was created in 1994 to organize activities and initiatives in support of the IPFW diversity mission, which states that IPFW “seeks to demonstrate through curriculum, support systems, and policies that it values individual differences, strives to create and maintain a campus environment that welcomes diverse characteristics, backgrounds, and experiences, and to identify such diversity as a vital source of the intellectual, social, and personal growth essential to a university education.” The Diversity Council’s charge was redefined in 2003 as follows:

- To monitor and report on progress toward all the diversity-related goals of the IPFW Strategic Plan, and to make recommendations for improvement. To this end, the Council, with staff support through the chair and the new Assessment Director, will:
 - develop, in collaboration with the responsible unit(s), a plan for coordinating and reporting on diversity-related activities that are intended to meet Strategic Plan goals;
 - develop, in collaboration with the responsible units, a plan for monitoring and reporting on the progress of the various diversity-related initiatives that are part of the process of institutional transformation;
 - publish an Annual Report on diversity activities/initiatives and their impact;
 - make recommendations for how to increase impact (e.g., training, development, best practices, resource allocation);
 - develop and administer an annual budget for funding new initiatives and projects; and
 - develop criteria and priorities for funding

The first Annual Accomplishments Report, for the 2004 calendar year, was published in 2005 (available on the University Web site at <http://www.ipfw.edu/about/diversity/ipfw-diversity-2004.pdf>). The Diversity Council is also the sponsor of the Safe Zone initiative. Through this initiative, the Office of Diversity and Multicultural Affairs conducts workshops to promote Safe Zones, which are places where individuals can feel free to talk about being lesbian, gay, bisexual, or transgendered without fear of criticism or hatred. Faculty and staff occupying offices displaying a Safe Zone sign have completed the workshop and have signed a pledge to be positive, supportive, and affirming to students, staff, and faculty who wish to talk about being gay, lesbian, bisexual, or transgendered.

Office of Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs (ODMA) (<http://www.ipfw.edu/odma/>) develops and enhances personal and academic successes of students by preparing them to excel in a diverse world. The office collaborates with campus and community partners to create and sustain a living, learning, and working community that is sensitive, inclusive, and responsive to diversity and the advancement of student and institutional success.

The office sponsors and supports a wide range of programs and services including:

- The Academic Student Achievement Program (ASAP!) - a student success initiative designed to retain a diverse group of students
- Diversity Showcase - an annual event highlighting diversity initiatives for faculty, staff, and students
- Great Men Great Women Annual Diversity Breakfast
- Perkins Support Program for disadvantaged students
- Student clubs and organizations, including Association of Burmese Students, Bangladesh Students Association, Black Collegian Caucus (BCC), Diversequality, Equal Rights Education Network (EREN), Hispanos Unidos, Indo-Pak Student Association, International Student Organization (ISO), Islamic Student Association, National Society of Black Engineers (NSBE), and United Native American Students (UNAS).
- The Safe Zone initiative

The Office of Diversity and Multicultural Affairs (ODMA) also oversees the regional office of the Twenty-first Century Scholars program. The program began in 1990 as a State of Indiana initiative to increase the educational aspirations of low- and moderate-income families. The program seeks to ensure that all Indiana families can afford a college education for their children. The program recruits income-eligible seventh- and eighth-grade students. The GEAR UP scholarship is a program designed to prepare Twenty-first Century Scholars to succeed in college. It is designed to pay for preparatory or required summer courses.

The ODMA has also been awarded U.S. Department of Education grants under the TRIO Program for Upward Bound I & II. The Upward Bound programs are designed to develop academic skills and to provide guidance and tutoring for success beyond high school. The program includes a nine-month Academic Year component and a six-week Summer Academy. The summer academy provides an opportunity to live the college experience, with students enrolling in academic classes on IPFW's campus. Weekly trips and activities supplement the academic program and are designed to help participants gain a sense of independence, improve social interaction skills, and most importantly, lessen anxiety of the entire college experience.

The ODMA also sponsors the Summer Youth Initiative to introduce participants to college life. Participants work in teams with students who face the same concerns about their future and complete assignments that improve communication skills and support consideration of career options.

The ODMA also sponsors “Envision a Bright Future,” an outreach program designed in two parts. One part serves students who are in middle or high school. The other part helps adults with a high school diploma or G.E.D. Both programs assist in the planning of a college education and the realization of personal potential.

International Student Services

The IPFW International Student Services Office (ISS) (<http://www.ipfw.edu/iss/>) serves as the initial contact for all students from abroad and remains a point of reference and services. The office emphasizes creation of a welcoming environment that, in turn, builds trust and fosters personal and intellectual growth. The office also promotes cross-cultural awareness and seeks to build mutual respect by providing a venue for cultural, educational, and social events for students, faculty, and the community. Furthermore, ISS is responsible for international students' application/admission processing, immigration advising, social and cultural advising, and many other services.

Office of Services for Students with Disabilities

The mission of the Office of Services for Students with Disabilities (SSD) (<http://www.ipfw.edu/ssd/>) is to ensure equal access for students with disabilities at IPFW and to provide and/or coordinate support services and programs that enable students with disabilities to maximize their educational potential. The office provides free and appropriate academic aids and services including the use of accessible computers and assistive equipment, reader and sign interpreter services, special test proctoring services, academic support and counseling assistance specific to disability issues, and more. SSD also serves the campus community as an advocate/consultant resource on all disability-related issues.

Office of Affirmative Action/ Equal Opportunity

IPFW is strongly committed to providing all students and employees with fair and equal treatment in a diverse and inclusive environment free of discrimination and harassment. The Office of Equal Opportunity and Affirmative Action (<http://www.ipfw.edu/eoaa>) provides leadership to the IPFW community in upholding those practices and policies consistent with this commitment and with state and federal laws regarding equal access, equal employment, and educational opportunity for all persons regardless of age, race, religion, national origin or ancestry, color, gender, disability, sexual orientation, marital status, or parental status.

Academic Initiatives

The colleges, schools, divisions, and the Office of Academic Affairs have regularly undertaken projects to promote diversity in the curriculum. Various workshops and course transformation grants have been offered.

For example, the Richard T. Doermer School of Business and Management Sciences offers a unique “experiential learning” opportunity to work with regional firms that are investigating the possible entry into a foreign market, and to travel overseas as part of that learning. Students, working in teams, serve as consultants to the local firms and prepare and present detailed business plans that reflect an understanding of the cultural and business environment of the selected foreign markets.

The College of Arts and Sciences, in collaboration with the Diversity Council and the Office of Student Affairs, sponsors the lecture series “Native Tongues.” This series, composed entirely of Fort Wayne natives that now hold academic positions at universities across the country, addresses issues of race and race relations. It is designed to engage the IPFW community around matters of race, while showing minority students a pathway to professional success.

The campus has actively expanded its international programming. The University hosts the public meetings of many new immigrant communities, cultural groups’ festivals, and co-sponsors a Saturday Japanese School (see below). International programming has produced numerous public lecturers on campus from scholars from as far away as South Africa and from university professors who study international topics or areas, and even includes innovative programs such as annual International Photography Contests. Many of these events air on IPFW’s Cable Access Channel 5, which makes them available for the broader Fort Wayne community to experience. There is never a shortage of non-credit learning available to IPFW students and lifelong learning opportunities for northeast Indiana citizens.

Japanese Saturday School

The Division of Continuing Studies and the Fort Wayne Allen County Economic Development Alliance co-sponsored the establishment of a Japanese Saturday School in 2006 to meet the needs of the Japanese community in this region. The goals of the IPFW Japanese Saturday School (JSS) are to provide high-quality education to Japanese children in the Fort Wayne area who will be returning to Japan and to provide an educational support system for Japanese families. The program also offers American Culture and English as a Second Language instruction to Japanese adults.

Employee Support Programs

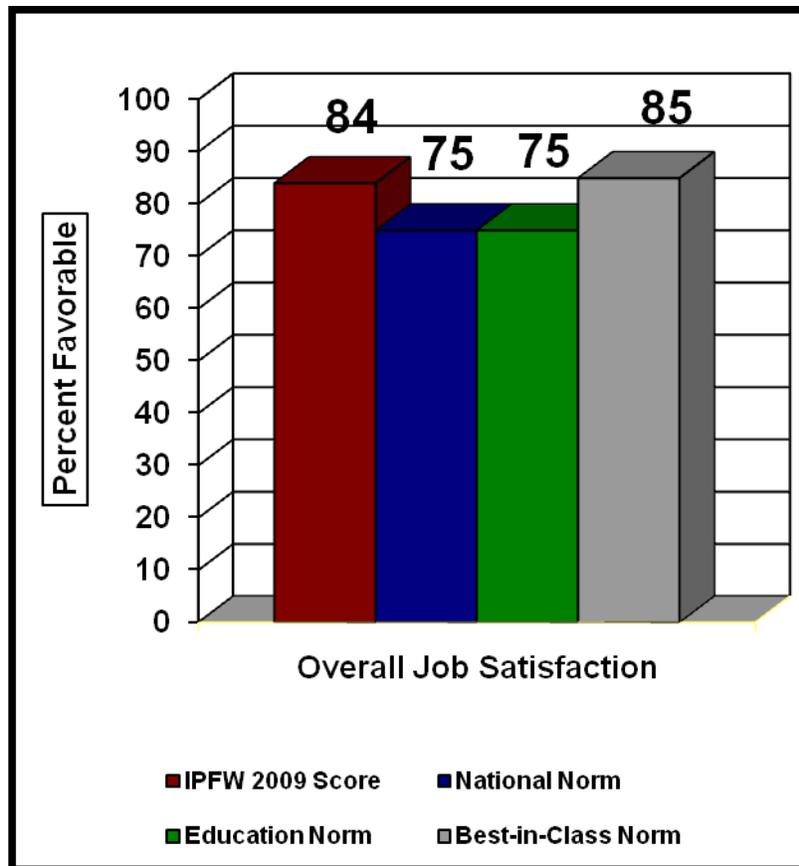
The University has also recognized the diversity of its workforce through the development of the IPFW Supporting Parents of Infants and Preschoolers Program. The program has been developed as a method for welcoming new babies as members of the IPFW family and to provide on-going support and education to parents as IPFW employees assume their most important role: their child’s first teacher. The materials

and education provided through the program support parents in guiding the development of their children and preparing them to be successful students. The program supports children from birth to age five since this is typically the time children enter school.

During the period March 16 – April 3, 2009, regular non-faculty benefitted staff participated in a survey entitled “U Matter@IPFW” designed to obtain information about working at IPFW. The survey was administered by HR Solutions, Inc. Participants were asked about pay, benefits, working environment, training, career opportunities, policies and more. 505 employees participated in the survey, a 69% participation rate. Feedback sessions were held during June of 2009, generating additional comments. 26% of employees participated in these sessions. Survey highlights included an exceptionally high “Overall Satisfaction” rate (see Figure 1-1 below). IPFW also scored significantly above the national and educational norms in “Benefits Satisfaction” and “Physical Working Environment.” When closing each feedback session, the facilitator asked what employees liked most about their jobs and working at IPFW. The most frequent responses included the following types of comments:

- People
- University environment/atmosphere
- Benefits
- “Stable” organization/job security
- Students
- “Beautiful” campus
- “Flexible” schedules
- Job itself
- Reputation in the community.

Figure 1-1: IPFW Staff Overall Job Satisfaction



The survey also identified three significant opportunities for improvement. These included orientation and training, inconsistently administered and difficult-to-understand Human Resources policies, and promotions and career advancement. Human Resources has responded to these issues by planning supervisory training, HR Policies and Procedures training, and an expansion of the Onboarding program to include in-department orientation development.

As further evidence of the positive perception of the University as a place to work, in 2004, IPFW was recognized by the *Fort Wayne Business Journal* as the #1 Best Place to Work in northeast Indiana. In its article recognizing that accomplishment, the *Journal* stated: “Among the lists of benefits, programs and facilities, a general feeling of energy and positive environment sets IPFW apart.”

Core Component 1c: Understanding and support for the mission pervade the institution.

Understanding and Support of the Mission

One of the key benefits of IPFW's process for developing Strategic Plans has been that the plans included the institution's mission statement, vision statement, values statement, strategic initiatives, and goals. As a result, the mission statement and related materials were considered throughout the development and review of the plan, and approval of the plan included approval of the mission statement and related materials.

Similarly, the annual report to the Trustees on accomplishments under the Strategic Plan has served to reinforce the Trustee's support for the mission statement and related materials. These reports to the Trustees have included robust discussion of accomplishments and challenges, and IPFW has been a leader among the Purdue University campuses in establishing targets and quantifying progress in those areas which lend themselves to quantitative evaluation.

Significant efforts are made regularly to reinforce understanding and promote support for the University's mission statement and related materials. The annual report to the Trustees is also presented to the faculty Senate, and copies are available in the Resource Room. A printed report titled "Accomplishments in Year ____," with financial information and metrics, is also distributed to all members of the faculty and administration. All of these materials are also added to the IPFW Web site, and copies of the reports are available in the Resource Room.

The University also makes the mission statement and related materials available for students. In addition to the publication of the mission statement, related materials, and annual reports on the University Web site and in print, these materials are a key part of the University *Bulletin* (available in the Resource Room). The sections "About this Bulletin" and "About the University" are both based on the mission statement and related materials. Introductory material in the *IPFW Student Handbook Planner* is also consistent with the Strategic Plan and related materials.

The "U Matter@IPFW" employee survey mentioned above also asked several questions related to employee familiarity with and participation in the IPFW mission (see Table 1-

2 below). The responses to these questions indicate that regular non-faculty benefitted staff generally understand and support the IPFW mission with 74% responding favorably to the statement that “The organization makes it possible for employees to directly contribute to its success.” While there remains room for improvement, these results indicate that the campus has done a thorough job of communicating its mission to its employees.

Table 1-2: U Matter@IPFW Strategy/Mission Question Results

Item	Number Responding	Percent Favorable	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Percent Unfavorable
Strategy/Mission								
This organization has realistic goals and objectives.	499	69%	15%	54%	19%	9%	3%	12%
The organization makes it possible for employees to directly contribute to its success.	499	74%	24%	49%	19%	6%	1%	7%
This organization has a clear sense of direction.	497	70%	16%	54%	20%	7%	3%	10%
Employees who work here understand the organization's strategy and mission.	494	61%	12%	50%	28%	9%	2%	11%
I agree with the organization's strategy and mission.	500	75%	19%	55%	21%	3%	1%	4%

Strategic Directions and Unit Goals

The role of the mission statement and related materials in setting institutional priorities is reinforced through the process used for developing annual reports from academic and administrative units throughout the University. These unit reports include unit mission statements, strategic plans, and accomplishments, and they are developed using the Strategic Plan goals as a framework. The process is most highly developed in the academic affairs area, and recent annual reports of the colleges, schools, and divisions are available in the Resource Room. Financial Affairs and Student Affairs units have used a less formal process to accomplish these same purposes.

Planning and Budgeting Priorities

The strategic directions established in the Strategic Plan and the unit plans become the broad areas for attention and investment designed to achieve the goals described in the plan. In turn, the investments made in the budget process are reported according to the goal areas of the Strategic Plan in the annual accomplishments reports. Comparisons to projections are also made in each area in order to demonstrate progress. These reports are then distributed as a means of demonstrating that the University is focusing on its stated priorities.

Core component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Institutional Governance and Administration

The Indiana Commission for Higher Education (ICHE) (<http://www.che.in.gov/>) is a fourteen-member public body created in 1971 to (a) define the educational missions of public colleges and universities, (b) plan and coordinate Indiana's state-supported system of post-high school education, (c) review budget requests from public institutions and the State Student Assistance Commission, and (d) approve or disapprove for public institutions the establishment of new programs or expansion of campuses. The Governor appoints twelve members, nine representing a Congressional District and three at-large members, to serve terms of four years. In addition, the 1990 legislature added a student and a faculty representative who are appointed by the governor for terms of two years. The Commission is not a governing board; it is a coordinating agency that works closely with Indiana's public and independent colleges.

University Trustees

As the University's governing body, the Purdue University Board of Trustees has been charged by the Indiana General Assembly with a wide range of policy- and decision-

making authority to carry out the programs and missions of the University. The Board consists of ten members appointed by the Governor. Three of the ten trustees, one of whom must be a graduate of the School of Agriculture, are selected by the Purdue Alumni Association. Among the seven other trustees, two must be involved in agricultural pursuits and one must be a full-time student. The student trustee serves a two-year term; other trustees serve three-year terms.

The Trustees of Indiana University have a parallel set of responsibilities. The number of Trustees has been nine since 1975 when provisions were made for a full-time student to be appointed by the Governor for a two-year term. Six trustees (including the student member) are appointed by the Governor; three are elected by Indiana University Alumni.

Trustee policies and practices

The Boards of Trustees of each university focus on major policy decisions that broadly support the achievement of the University's mission, including human resources policies, financial policies and budgets, facilities management, and approval of academic programs and structures.

The Trustees also review administrative reports on accomplishments, including development, research, and athletics.

According to the provisions of the IPFW Management Agreement, most Trustee policies affecting IPFW are Purdue University policies. Academic program approvals, faculty and academic administrator appointments and promotions in IU mission areas, and some related topics are administered according to IU policies.

Trustee support of administrative leadership

The Trustees of each university delegate administration of the university to the President. The Trustees and Presidents also work closely with the IPFW administration to better understand and address issues related to the fulfillment of the campus mission.

The relationships between the Boards of Trustees, the organization's mission, and the ability of the chief administrative personnel to exercise effective leadership are all interrelated. As IPFW has grown, both Boards and Presidents have given increasing authority to the Chancellor and his staff regarding mission responsibilities. Examples of this include the approval of development of student housing, moving appropriate academic units from "schools" to "colleges," and the development of Division I athletic programs at IPFW.

University Administration

The *2008 IPFW Management and Academic Mission Agreement* was a renewal of the previous agreement and was approved by the trustees of both Indiana University and Purdue University. The agreement confirms the institutional academic mission assignments and identifies Purdue University as IPFW's fiscal agent. The Chancellor, as the IPFW chief executive officer, is appointed by and reports to the Purdue President, who is to consult regularly with the Indiana president on major matters affecting the campus. The agreement is revised every five years and the current agreement continues until July 1, 2013. The current agreement is available in the Resource Room and on the IPFW Web site at (<http://www.ipfw.edu/senate/IPFW%20Management%20Agreement%202008.pdf>).

IPFW Administration

The administration of IPFW is led by Chancellor Michael A. Wartell. Reporting to the Chancellor are the offices of the Vice Chancellor for Student Affairs (George McClellan), the Vice Chancellor for Academic Affairs (William McKinney), the Vice Chancellor for Financial Affairs (Walter Branson), and the Associate Vice Chancellor for Enrollment Management (Mark Franke), as well as a small number of central administrative offices. The organizational structure defines the reporting lines for the academic schools, divisions, and departments and the administrative offices on the campus. It is available

in the Resource Room and on the IPFW Web site at <http://www.ipfw.edu/ir/org-chart/orgchart2009-10.pdf>).

Chancellor's and Vice Chancellor's committees have been organized to address a range of topics, including academic advising; affirmative action; aging and the aged; people with disabilities; care, use, and housing of animals; biological hazards; communication; safety; diversity; enrollment management; faculty and staff orientation; HIV/AIDS; honorary degrees; human subjects; information technology; publications; radiological control, scholarships and financial aid; substance abuse; traffic appeals; and wellness. The complete list of committees is provided in the Resource Room.

The Management and Academic Mission Agreement also established the Community Advisory Council (CAC), with nine members serving three-year staggered terms. The presidents of Indiana and Purdue and the IPFW Chancellor each appoint three members to the CAC. One member appointed by each president must be a trustee of that university. One of the Chancellor's appointees must be an IPFW alumnus. The CAC meets periodically to perform its responsibilities under the Agreement and, in consultation with the Chancellor, to address questions relevant to the operation, future development, and budget requests of the IPFW campus.

Delegation of authority

IPFW governance structures are outlined primarily in the organizational chart of the University and the *Constitution of the IPFW Senate* (available in the Resource Room and on the IPFW Web site at <http://www.ipfw.edu/senate/Constitution.pdf>).

Responsibilities are clearly delineated in these documents, and both administrators and faculty consistently support these documents. The IPFW Senate is composed primarily of elected faculty as are its committees and subcommittees. Yet administrators also serve on the Senate and many of its committees as fully participating members. This provides for a structurally appropriate means of not only delegating authority, but also allowing faculty and administrators to be informed and have input into current developments.

Faculty and administrator responsibilities

Faculty members within the governance structure are defined as those that hold academic rank. Administrators of academic programs hold academic appointments in their respective colleges, schools, and divisions. Non-academic administrators have experience and academic credentials appropriate to their fields. The University emphasizes an integrative approach among its academic affairs objectives of teaching, learning, scholarship, and creative activities, its support for student success, and its support for community outreach, service, and development.

Faculty responsibility for curriculum and academic processes

According to the *Constitution of the IPFW Senate*, Article VII:

The Faculty shall govern itself through the Senate, which shall exercise the powers and responsibilities of the Voting Faculty.

The IPFW Senate is comprised of elected faculty members as well as the Presidents of Indiana University and Purdue University, the IPFW Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Financial Affairs, Vice Chancellor for Student Affairs, Deans whose faculty make up more than ten percent of the voting faculty, and the Speakers of the Faculty (one representing the Purdue faculty and one representing the IU faculty). The Senate is currently comprised of 55 members, with eight of those coming from the top administrative positions within the University.

The IPFW Senate recommends policies regarding admissions, student guidelines, the library, promotion and tenure, academic regulations, academic organizations, facilities, staffing, and the election of academic officers. They determine the academic calendar, class scheduling, and athletic policy. The Senate's power to review and approve academic degrees, to develop curriculum, instructional and examination procedures and undergraduate degree requirements, and to nominate candidates for these degrees has been delegated to the school and division faculties, and the power to develop course content and new courses has been delegated to the academic departments.

Curriculum changes originate at the department and division/school/college levels before being approved by the Vice Chancellor of Academic Affairs, with consultation among the campuses in the Indiana University and Purdue University systems. New programs originate at the department and college levels before being approved by the IPFW Senate, the Vice Chancellor for Academic Affairs, and the President and Trustees of the appropriate university.

Communication channels

In addition to the communication processes facilitated through the IPFW Senate, which include faculty convocations and the distribution of agendas and minutes, the University has several ways that it communicates governance processes and activities. The Chancellor convenes a regular meeting of the University Council that consists of the Vice-Chancellors, Deans, IPFW Senate leadership, and representatives from academic support departments such as enrollment management, admissions, student affairs, financial aid, public relations, and campus safety. Two other committees focus on campus issues relevant to administrative, clerical, and service staff: the Clerical and Service Staff Advisory Committee, and the Administrative and Professional Staff Advisory Committee. Communications with external stakeholders are enabled through the IPFW Community Advisory Committee and the Alumni Board of Directors. Special purpose committees are formed to focus on matters not normally within the governance structure such as diversity initiatives. The Indiana Purdue Student Government Association and the independently operated campus newspaper, *The Communicator*, facilitate communications with students.

Announcements are disseminated online through the myIPFW web portal, the *Inside IPFW* electronic newsletter, and a series of bulletin boards available through the campus email system. Social media, including Facebook, YouTube, and Twitter, provide other venues for communication. Various college, school, department, and administrative office newsletters are also published.

Review of structures and processes

Both administrative and Senate structures are designed to regularly monitor and adjust organizational structures and processes. The administrative practice of regularly evaluating administrators also monitors structural factors that may impact performance. These reviews often lead to organizational changes such as the creation of the School of Health and Human Services, the division of Enrollment Management, the Mastodon Advising Center, and the consolidation of Publications into University Relations and Communications. Reviews of progress under the Strategic Plan may also lead to changes in the University's structure, with the best example being the decision to create the Office of Research and External Support in 2002 and then establish the Office of University Engagement in 2006.

Similarly, it is the responsibility of the IPFW Senate's Executive Committee to continually evaluate the Senate's organizational structure. This committee is currently examining the Senate Committee structure in an effort to reduce complexity and simplify procedures. A proposal to reduce the number of Senate committees and reassign responsibilities is being developed.

Core Component 1e: The organization upholds and protects its integrity.

IPFW adheres to an overarching *IPFW Statement of Integrity* that applies to all faculty, staff and students. This statement is published on the web at (<http://www.ipfw.edu/about/integrity.shtml>) and is available to both the IPFW community and the public at large. Purdue University has several system-wide policies relating to ethical behavior that pertain to IPFW, including statements on conflicts of interest and academic integrity. In addition, many academic units have ethical statements related to their specific disciplines and accreditation standards.

Upholding Student Integrity

Upholding the integrity of the relationship of students to the University is a central focus of all principles and practices at IPFW. To ensure that all stakeholders are aware of the policies covering this aspect of the University's mission, IPFW's policies that pertain to student rights and responsibilities are included in the student handbook/planner that is widely distributed to faculty, staff, students, and other members of the University community. All such policies are also posted to IPFW's Web

site in the Bulletin (<http://bulletin.ipfw.edu/content.php?catoid=8&navoid=232>). These policies govern all aspects of the student's university life including academics, athletics, extracurricular activities, financial aid, and housing.

The handbook also includes the *IPFW Code of Student Rights, Responsibilities, and Conduct*, which outlines the rights and responsibilities of students at IPFW. The Code is available in the Resource Room and on the IPFW Web site at (<http://www.ipfw.edu/academics/regulations/code/>). Specific sections of this policy include statements pertaining to: 1) the individual rights and responsibilities of citizens; 2) the individual rights and responsibilities of students; 3) the rights and responsibilities that accrue to students through their involvement in student groups, student organizations, and campus activities; 4) a summary statement of student rights and responsibilities; 5) a process for amending the policy; and 6) definitions that outline the scope of IPFW's authority to establish, amend, and enforce the regulations.

The handbook also includes a description of the campus judicial system and an outline of the policies that are applied to the operation of various student organizations. Detailed sections include: 1) the grade appeals policy; 2) a description of the American with Disabilities Act (ADA); 3) ethical guidelines for computer users; 4) regulations for the use of facilities; 5) HIV/AIDS guidelines for students and employees; 6) the campus posting policy; 7) the anti-harassment policy; 8) the drug and alcohol policy; and 9) the smoking and tobacco use policy. In addition, because Purdue University is the management agent for IPFW, the policies of Purdue University that apply to the resolution of discrimination and harassment concerns are published in the handbook.

The handbook details various policies that are invoked when questions involving actions that may cause a student to be subject to disciplinary action (i.e., academic misconduct, personal misconduct, and other student conduct issues). Disciplinary procedures and safeguards that affect students who are deemed to be in violation of student rules of conduct are outlined, along with the Campus Appeals Board process.

The code section of the handbook contains the policies regarding students with mental disorders, student complaint procedures, and a statement that establishes that Purdue University is responsible for the implementation of all policies related to student matters while noting that all such policies must be consistent with the policies of both Purdue University and Indiana University.

Formal student complaints are heard according to the terms of the student code by the Campus Appeals Board. Other student complaints may be addressed by academic and administrative offices. Numbers of recent complaints are shown in the following table.

Table 1-3: Informal and Formal Student Complaints, 2007-2010

Type of Complaint	2007-08	2008-09	2009-10
Informal	9	39	19
Formal	0	3	1

Integrity in the operation of student organizations and other co-curricular activities is maintained through the fiscal control systems of the University. Management and expenditure of funds, travel regulations, and student housing regulations are examples of these systems to maintain integrity in operations.

Integrity in Curriculum and Instruction

The integrity of IPFW's academic processes regarding curriculum and instruction is safeguarded through various measures. Each department monitors its own programs through an academic affairs committee or similar body, with such monitoring being subject to review by the relevant college/school/division and the office of the Vice-Chancellor for Academic Affairs. Departments document their ongoing work through an annual reporting process and also describe their program effectiveness through annual assessment reports. All academic programs undergo a thorough program review process every seven years (or more frequently depending on external accreditation). The University encourages departments to seek programmatic accreditation when this is available. New degree programs are subject to review through the administrative structure of the University, by the President and Trustees, and by the Indiana Commission on Higher Education. Before teaching graduate courses, instructors must

be admitted to the graduate faculty of either Purdue University or Indiana University. Contracts are developed with external organizations for the use of their facilities as clinical or internship sites.

Integrity in Business and Fiscal Affairs

Financial Management. IPFW's financial management is vested in Purdue University. Purdue's financial statements include information from IPFW as well as Purdue's other campuses. IPFW's funds are accounted for separately from other Purdue funds, and the campus budget is developed and controlled locally. The IPFW Vice Chancellor for Financial Affairs reports both to the Chancellor of IPFW and to the Treasurer of Purdue.

The IPFW Comptroller's Office is responsible for assuring that financial transactions comply with Purdue's policies and processes. Close coordination with Purdue's centralized accounting staff is maintained. Internal reporting comes from the Purdue financial system.

The Comptroller's Office has placed business managers in the major academic and administrative units to assist in business processes and ensure compliance with business policies. The business managers assist their respective deans or directors in developing and maintaining unit budgets, purchasing goods and services, and hiring and paying employees.

Internal Audit. IPFW's internal auditing function is performed by the Internal Audit Office of Purdue University. This office works with the Indiana State Board of Accounts to provide audit reports required by federal and state law. It also performs specialized audits of university offices and processes to test internal controls against loss and fraud. These audit reports frequently make management suggestions for internal control improvements.

Any audit report that contains findings receives a formal response from the IPFW Vice Chancellor for Financial Affairs. The response includes remediation steps to be taken

and process changes to be made to prevent reoccurrence. Audit findings that reach a level of materiality are quite rare. The federal A-133 audit, for example, has not reported a finding against IPFW over the last seven years.

Internal Audit maintains a fraud reporting hotline with an option for anonymous reporting.

Human Resources and Affirmative Action. IPFW maintains a Human Resources Office and a separate Affirmative Action Office. Both offices assist supervisors throughout the hiring process so that all relevant University and governmental guidelines are followed. Both offices also assist in addressing concerns and complaints. The University has faculty and staff grievance policies through which concerns can be addressed. Numbers of grievances considered in recent years are shown in the table below.

Table 1-4: Faculty and Staff Grievances, 2007-2010

Type of Complaint	2007-08	2008-09	2009-10
Anti-harassment (formal and informal)	5	13	1
Anti-discrimination (formal and informal)	0	2	1
Anti-harassment and discrimination (formal and informal)	4	0	0
IU Faculty Board of Review	1	1	1
Purdue Grievance Procedure for Academic Personnel	0	1	1
Grievance Procedure for Clerical and Service Staff	0	0	1
Grievance Procedure for Administrative and Professional Staff	0	0	0

Computing and Data Integrity

Fort Wayne Senate Document 91-5 (<http://www.ipfw.edu/senate/document/SD91-5.html>) establishes *Ethical Guidelines for Computer Use at IPFW*. This document addresses issues such as personal or inappropriate use of computing facilities, intellectual property rights, access to computing resources, and confidentiality. The IPFW Code of Student Rights, Responsibilities, and Conduct interprets this policy statement as it pertains to students.

IPFW works diligently to insure compliance with federal and state data privacy laws including: the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), the Gramm-Leach-Bliley Act (GLB), the USA Patriot Act, the Red Flag Rules issued by the Federal Trade Commission, and various Indiana state laws relating to data privacy and protection. Information Technology Services has made substantial investments in implementing an advanced technology security infrastructure designed to safeguard stored information from unauthorized access. In addition, IPFW's electronic commerce transactions are secured by a vendor-provided solution (TouchNet Information Systems) that has the highest level of voluntary certification under the Payment Card Industry Payment Application-Data Security Standard (PCI PA-DSS).

All non-faculty university employees who are granted access to student records are required to sign a statement acknowledging and agreeing to IPFW's policies on student data security and privacy. Training in appropriate student data access and use is provided by the Registrar's office.

Helmke Library Privacy Policy

The Helmke Library recognizes that privacy in the use of library resources and services and confidentiality of library records is crucial to the freedom of inquiry. The American Library Association defines privacy in a library (physical or virtual) as the unrestricted access to information without having the subject of one's interest examined or

scrutinized by others. Confidentiality exists when a library is in possession of personally identifiable information about users and keeps that information private on their behalf.

The Helmke Library Privacy Policy complies with the American Library Association's Code of Ethics

(<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>), which states:

“We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.”

The library's policy establishes guidelines for the collection, retention, and protection of personally identifiable information contained in library records or accessible within the library or through its computer, and is available on the library's Web site at:

(<http://www.lib.ipfw.edu/1158.o.html>)

Integrity in Community Engagement and Image

IPFW is extensively engaged in the northeast Indiana community as the region's only public university. IPFW's image is valuable to the University as a statement of its role as a partner in the region's development. University Relations and Communications (URC) works with all University offices to ensure that IPFW's message is delivered in a clear, consistent, and accurate manner. URC has developed a key theme, “Access to Excellence,” and five key messages, which state that IPFW offers:

- Access to Excellent Education
- Internationally Recognized Degrees
- More Opportunities
- A Unique Experience
- Access to Success

Departments are asked to use these messages in their publications, on their Web sites, during seminars, et cetera. General messages are provided that encompass the University as a whole. Departments are encouraged to craft the message to meet their own needs.

The Office of Development works with organizations and individuals that wish to donate funds for use by IPFW and to ensure subsequent compliance with donor directives. When the donated funds are for student scholarships, the Office of Financial Aid administers all scholarships in accordance with donor intent.

Integrity in Intercollegiate Athletics

The IPFW intercollegiate athletic program was accepted into the National Collegiate Athletic Association's Division I on August 22, 2002. In 2004 a self-study was completed and the NCAA certified IPFW with no findings. Since that time the NCAA has imposed no penalties or sanctions on IPFW for major rules violations.

IPFW student athletes consistently maintain a semester grade point average above that of the student body at large. For Fall 2008 this was 3.1 on a 4.0 scale. Student athletes on 14 of 16 teams have achieved at least a 3.0 GPA for team averages for six consecutive years. All IPFW teams have academic progress rates in excess of the NCAA required minimum.

An Assistant Athletic Director for Compliance monitors all athletic staff and students for compliance with NCAA and IPFW guidelines. This position reports to the Chancellor to establish an appropriate level of independence from the athletics administration. In accordance with IPFW Senate Policy, a Faculty Athletic Representative (FAR) is appointed by the Chancellor. The duties of the FAR include promoting academic integrity in intercollegiate athletics, facilitating the integration of the athletics and academics, and promoting institutional control of athletics on the campus. The Senate's authority for athletic programs is exercised through the Subcommittee on Athletics, which consists of eight Voting Faculty members, the Faculty Athletic Representative (ex officio), one IPFW alumnus/alumna, an administrative/professional staff member, two students, the NCAA Compliance Coordinator (ex officio, nonvoting), the senior women's athletic administrator (nonvoting), and the administrator of athletic programs (nonvoting).

Integrity in Environmental Health and Safety

Environment health and safety is continually monitored by the staff in Radiological and Environmental Management (REM). In addition to ensuring compliance with University and governmental regulations, the staff serves as an informational and training resource to other University departments in the areas of hazardous materials management, occupational safety, and industrial hygiene.

It is the policy of IPFW to integrate environmental health and safety into all operations. IPFW faculty, staff, and students comply with all applicable environmental health and safety (EHS) laws, policies, procedures, and instructions. The OSHA Compliance Officer is responsible for and authorized to develop and implement EHS programs and coordinate and monitor compliance. The University OSHA Officer is also authorized to certify a safety program. The Integrated Safety Plan (ISP) is the safety program developed to provide a structure for all campus units to cooperate with the University OSHA Officer. The ISP assists in communication of EHS issues across the organization and calls for departmental level safety committees, and individual self-audits.

Implementing the Integrated Safety Plan in each unit begins with a safety committee that serves as a source of safety information for staff and requires the support of directors, deans, and administrators. Committees meet regularly to provide an opportunity for self-evaluation as well as time to discuss emerging safety issues and accident trends. All appropriate IPFW units have implemented or are in the process of implementing the ISP.

The ISP program is fully described at:

<http://www.purdue.edu/rem/home/files/ispinfo.htm>

Integrity in University Operations

The University maintains compliance with state and federal regulations, including those related to administration of financial aid programs. The University was re-certified for participation in federal financial aid programs in 2009. Efforts to implement regulations related to the Higher Education Opportunity Act of 2008 are underway and are described in more detail in the Federal Compliance section (Chapter 6) of this self-study report.

Summary

Strengths

- The University has developed a strong, publicly-accepted mission statement and related documents that have been recognized by its constituencies. The University is widely recognized as a mature, comprehensive, public regional university that offers high quality certificate and degree programs, is active in research and creative endeavor, and supports the development of the northeast Indiana region.
- The University's efforts in support of diversity have increased the diversity of the student body, faculty, and staff.
- The University has an effective record of addressing new opportunities and re-organizing its administrative and academic structures to improve effectiveness.
- Support for regional economic development has been recognized in the mission documents as an increasingly important function for the University, and the response has been effective, with establishment of the Office of University Engagement and of the Centers of Excellence programs. This emphasis has also been made clear through IPFW's partnership and hosting agreements with the Small Business Development Center (SBDC) and the Northeast Indiana Innovation Center (NIIC).

Challenges and Opportunities

- Achievement of the initiatives in the new Strategic Plan will be made more difficult as a result of current constraints on incremental state funding, student tuition and fees, grant and contract awards, and fund raising.

- With growing diversity in the University's northeast Indiana service area, continuing efforts to promote diversity will be required in order to maintain the University's recent record of reflecting area diversity in both students and workforce.
- The University's administrative processes for the organization and administration of graduate programs are still somewhat fragmented due to the complex administrative arrangements in this area with Indiana University and Purdue University.

Conclusion

IPFW has revised its mission to make clear that the campus exists to meet the higher education needs of northeast Indiana by offering a broad range of high-quality undergraduate, graduate, and continuing education programs designed to meet regional needs. The mission also commits the campus to support excellence in teaching and learning, to advance and share knowledge through research and creative endeavor, and to work with the community to develop intellectual, cultural, economic, and human resources. This mission is indicative of IPFW's future orientation, which is further evidenced by the very successful strategic planning process. The mission, values statement, and strategic plan were all developed with broad input from all constituencies, and are woven into the fabric of the institution. The same constituencies remain involved in the implementation of the strategic plan. These same statements also make it clear that IPFW is a connected and learning-focused organization, as it dedicates its energy and resources to meeting the higher education needs of northeast Indiana. IPFW is a focused university that operates with integrity and is committed to the fulfillment of its mission.

The IPFW mission documents demonstrate that the University has publicly defined its mission through a process that involved the board, administration, faculty, staff, and students. The University has demonstrated significant strengths in this process and recognizes that it has both challenges and opportunities in the fulfillment of the mission.

The University recognizes that, in spite of its successes, it faces continuing challenges. Budget constraints may make it difficult to achieve all of the initiatives in the new Strategic Plan. The University further recognizes the ongoing challenges of meeting its diversity goals, both for reaching a more diverse student population and for meeting its hiring goals for faculty and staff. As a distinctive organization, IPFW is an evolving and maturing institution and these challenges, along with many others, are recognized, planned for, and addressed.