



IPFW Roles and Governance Report

An Analysis of the Issues and Opportunities Surrounding the Roles and Governance of IPFW

Presented to:



Prepared by:

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Foreward

Institutions of higher education have throughout Indiana's history held a position of high esteem. It is therefore not surprising that the business community in Northeast Indiana should desire to derive even more benefit and output from their own local institution, Indiana University-Purdue University Fort Wayne, ("IPFW"). The Northeast Indiana Regional Partnership requested that Policy Analytics undertake a study to determine the most appropriate role for IPFW within the community and to analyze whether the current governance structures were the most educationally productive. As one of the study's co-authors details in Appendix A to this report, there is a very long history of shifting and at times inconsistent views of the best role and governance structure for IPFW.

This report is co-authored by William Sheldrake, President of Policy Analytics, LLC and John Stafford, recently retired as the Director of the Community Research Institute, based at IPFW. It has been designed as an analysis from an external perspective. Both authors are experienced researchers in economic and governmental policy but not academics with a higher education policy background. Therefore this study is directed at more general policy goals. There was no attempt to review IPFW's operations or its mission and goals. In fact, IPFW has recently begun a thorough strategic review and analysis

of its operations and processes. The authors applaud Chancellor Carwein and the other dedicated administrators at IPFW and trust that this report will be of some small help in that process.

A report on higher education requires a review of an abundance of sources and data. The authors have appreciated the information provided by the Commissioner of Higher Education, Teresa Lubbers and her staff. IPFW Chancellor Carwein, Purdue University President Mitchell E. Daniels, and Indiana University President Michael A. McRobbie and their respective staffs were helpful and provided perspective. The Board and President of the Northeast Indiana Regional Partnership were extremely helpful in bringing together a broad cross-section of community and business leaders and then openly providing their thoughts and desires respecting IPFW's role and function within the life of the region. John Sampson the Partnership's President was patiently encouraging in managing the study process through to its conclusion.

Finally, this report represents the work and opinions of the authors, who trust and expect that while debate surrounding the role of IPFW will continue, progress toward a more effective future for the university will be enhanced.



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1 Executive Summary



Since 1973, the number of jobs across the U.S. that require at least some college has more than tripled, while those requiring a high school diploma

have remained stagnant. By 2025, 60% of jobs in America will require some form of postsecondary education.¹ Our collective economic future depends on our ability to meet this demand. The ability of a state's multi-layered system of local schools and postsecondary colleges and universities to meet this challenge for more training and better education is now, and will be even more so in the future, a defining characteristic for both economic growth and quality of life.

The Northeast Indiana Regional Partnership, as a representative of the regional business community, feels this need and has addressed it with a number of initiatives. In the present case, it is doing so through requesting an inquiry into how Indiana University – Purdue University Fort Wayne [“IPFW”] can be a more effective producer of educational outcomes. This inquiry is directed at the role that IPFW plays in that workforce challenge and how its role can be enhanced and strengthened. The focus of this report is not internal to IPFW and its academic operations, but external, to the workforce needs of the community and to the structure of higher education governance under which IPFW functions.

The role of higher education within a community is a multi-threaded tangle of community desires, economic

pressures, fiscal complexities and academic burdens. There are a number of actors in this complex production. IPFW is subject to a myriad of pressures, constraints, real student needs, and governmental policies. The State of Indiana has through its Commission for Higher Education commendably set out aggressive and yet generally agreed to goals for greater educational attainment within the Indiana population and more efficiency within the State's postsecondary institutions. Interestingly, the objectives for the Northeast Indiana business community in achieving greater preparedness and educational attainment within its regional workforce, as expressed in the “Big Goal,”² are totally congruent with the State and Commission's promulgated goals.

The complexity of the issues contained in this interface between the workforce needs in Northeast Indiana and the role that IPFW plays in satisfying [in part] those needs makes drawing a straight line between certain statistics and global solutions difficult and perhaps unproductive. This report seeks only to clarify the objectives of the major players in this bundle of issues and within the limits of these few months of analysis provide some basic recommendations that may be helpful in making progress toward improved educational and economic outcomes.

Northeast Indiana Business Community Wants/Needs

1. The Northeast Indiana business community wants and needs more graduates at the baccalaureate level who stay in the community and participate in the local workforce.
2. The Northeast Indiana business community wants an IPFW that is more engaged in the

¹ “Help Wanted: Projections of Jobs and Education Requirements Through 2018,” The Georgetown University Center on Education and the Workforce, page 2.

² The Northeast Indiana Regional Partnership has adopted “The Big Goal” as the focal point of its Vision 2020 economic development strategy. The Big Goal aims to increase the percentage of the region's residents having a high quality degree or credential to 60% by the year 2025. The ICHE has also adopted a goal of sharply increasing educational attainment as part of its “Reaching Higher, Achieving More” stated objectives.



local community and responsive to the business community’s needs.

3. The Northeast Indiana business community wants IPFW to be able to offer professional specialty master’s programs/degrees and to be able to flexibly coordinate applied doctorate degrees on a limited basis and with faculty from the main campuses.
4. The Northeast Indiana business community believes that IPFW is underfunded when measured against the region’s demand for educational production.
5. The Northeast Indiana business community is expecting an IPFW Community Advisory Council that provides real input into the vision, mission, educational objectives and activities of the institution.

IPFW Wants / Needs

1. IPFW is requesting more authority to manage and adjust its graduate programs to meet the needs of students and to be responsive to its regional community.
2. IPFW is requesting a direct, consistent, and formal communication structure between its local campus and its governing main campus.
3. IPFW is requesting a State of Indiana funding metric that is more responsive to the challenges and realistic performance patterns of a regional campus.
4. IPFW is requesting a “campus designation” that sets it apart from other regional campuses. It has suggested the designation of “metropolitan

campus” which is currently only applied to IUPUI.

Purdue University and Indiana University – The Main Campuses Want / Need

1. Purdue University (and Indiana University) want to be able to oversee the academic programs offered at IPFW to the extent that the “brand” or reputation of each university is upheld, and the degrees that are offered under the name of each university’s Board of Trustees is worthy of the institution’s name.

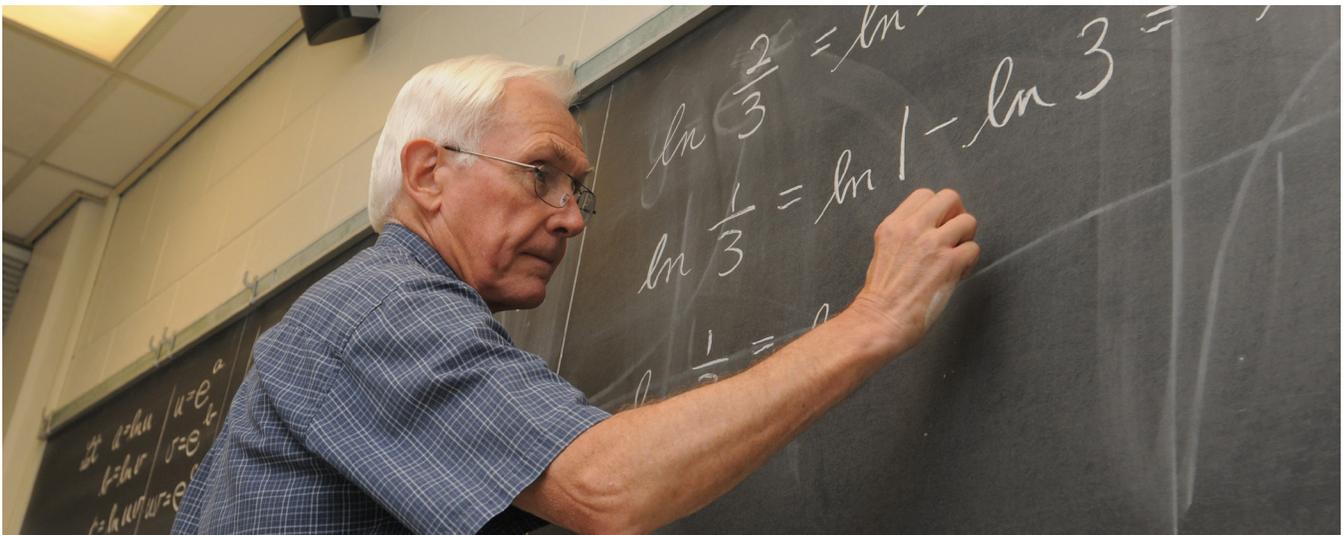
State of Indiana and the ICHE Want / Need

1. The State of Indiana – as expressed in the “Reaching Higher, Achieving More,” document – has a goal of achieving a much higher percentage of baccalaureate graduates within its working age population. Therefore degree production is a very high priority for the ICHE and the State.
2. The State of Indiana has an objective for and will clearly benefit from its regional campuses working closely and responsively with their communities to respond to business and workforce needs as those needs are locally expressed.
3. The State of Indiana wants to provide its resident families and students with a diverse range of appropriate choices for public higher education. Those choices will extend across a continuum from technical or community college options, to regional campuses, to resident (primarily) baccalaureate campuses, to, finally, major research universities.

Study Recommendations

We recommend that:

1. IPFW undertake a strategic re-engineering of its educational operations and mission. This should include a focus on increasing on-time degree production, at the 4, 5, and 6 year intervals. It must also include the development of more flexibility in scheduling to allow its students with substantial work commitments to more quickly complete degrees.
2. IPFW's Chancellor find ways to increase the interaction and engagement with the Northeast Indiana community at large and the business community specifically. As part of this change, we recommend that the Community Advisory Council's mission and responsibilities be reviewed and augmented to include issues that involve the university's engagement with the community. This should include discussions of IPFW's appropriate responses to particular business or workforce programmatic needs.
3. IPFW be moved or restructured as a regional campus under the Indiana University regional campus system, with governance reporting responsibilities to IU. We recommend that as part of that move, the new governance agreement which will designate IU as the governing institution provide for added authority for IPFW to manage its graduate studies, within the parameter of protecting both Purdue and IU's appropriate oversight for program criteria and quality.
4. The Northeast Indiana business community seek ways of involving IPFW administrative leaders and leading faculty in community boards and functions to assist in integrating the university into the life of the community and region.
5. The ICHE and the Indiana General Assembly research and consider modifications to the current performance funding metrics. These modifications could include a modification to the "4-year on-time degree completion pay-off" to provide an incentive for regional campuses which increase baccalaureate degree completions at the 5-year and 6-year intervals. These pay-offs should be at a discount from the 4-year amounts but still provide a tangible incentive for changing the educational production function at the regional campuses.



2 Introduction and Overview



As a region, the Northeastern portion of the State of Indiana has a long history of strong economic growth and vibrant community development. With the City of Fort Wayne as a

focal point, this region developed into a center of trade and commerce in the latter part of the 18th Century, as the place where the Three Rivers joined. With a strong resource base and an energetic and skilled workforce, the Fort Wayne regional economy quickly became known for manufacturing and agriculture. The 20th Century saw major businesses – International Harvester, Lincoln National and General Electric, among them – base their operations in Fort Wayne. However like many regions throughout the Northeast and Midwest, during the last decades of the 20th and into the 21st centuries growth in manufacturing employment slowed and then declined. In the past few decades, the region has scrambled to evolve its economy in ways that would be productive for the next 100 years.

One key to growth and competitiveness highlighted by local business and community leaders is the need to provide an educated and skilled workforce for the companies already resident in Northeast Indiana and those who might be enticed to locate there in the future. The Northeast Indiana Regional Partnership, a regional business development alliance, has voiced this key strategic initiative as the “Big Goal”. It defines this objective as increasing “the number of Northeast Indiana residents with a high quality degree or credential to 60% by 2025.”

Central to achieving this goal is an effective set of educational institutions working to attract and equip students and graduates suited to the workforce needs of the region’s economy. Key among those institutions is Indiana University-Purdue University Fort Wayne, (“IPFW”), the region’s public university and largest postsecondary institution.

Because of the strategic position played by IPFW, the Northeast Indiana Regional Partnership, (the “Partnership”) requested an analysis of the role, governance, and funding of IPFW within the State of Indiana’s higher educational system. IPFW is a “regional campus” governed by Purdue University, and offering courses and degrees from both Indiana University and Purdue. In its structure and governance it is unique within the Indiana regional campus system and appears to be unique among regional campuses across the nation. IPFW’s uniqueness aside, it is able to boast of offering degrees from two, top-flight, academically storied, Tier 1 public universities – something its graduates value.

This report is a response to the Partnership’s desire to see IPFW function as effectively as possible in meeting the workforce needs of the Northeast Indiana region. Specifically the report looks at the following questions:

1. Is the structure of IPFW as a regional campus within the Indiana Commission for Higher Education’s current policy structure appropriate and adequate to meet the needs of Northeast Indiana’s economy?
2. Is the current governance of IPFW as a campus within the Purdue University system appropriate for the regional campus in allowing it to achieve the educational outcomes desired by the community?

3. Does the business community of Northeast Indiana require a change in the educational output of IPFW in order to have its workforce needs met?
4. Is the level of engagement, communication and interaction between IPFW and the business community in Northeast Indiana sufficient and effective in creating a working partnership between the community and the university to the extent that IPFW is a fully productive asset in the regional economy?
5. Is the level of state appropriation/funding sufficient to permit IPFW to meet the regional economy's needs?

This report addresses these questions and attempts to do so comprehensively, while recognizing that questions of an academic institution's structure and funding often take years to complete and require six figure budgets. It should be noted that this report is originating from Northeast Indiana and its business community.

While the realities of State statutes and fiscal capacity have been taken into account and discussed, this is not a general report on higher education within Indiana or its regional campus system. The intent is to define the educational needs of the Northeast Indiana economy with respect to public higher education and to propose those changes which might refine and improve the match between economic needs and educational outcomes.



3 The Workforce Problem Facing the Northeast Indiana Region

The Workforce Problem

Northeast Indiana has a rich economic history of productive manufacturing jobs. And although much of the US has been moving away from manufacturing during the past 3 decades, in Indiana there is still an emphasis on developing and supporting the manufacturing sector. Indiana, as a state, has the highest concentration of manufacturing jobs in the nation, 17%, and within Indiana the manufacturing sector employs more workers than any other, 492K. One challenge for the State of Indiana – and for the Northeast Indiana Region in particular – is maintaining the levels of education and training required in the 21st century manufacturing sector.

However, manufacturing is not the only sector of the Northeast Indiana economy demanding an ever increasing level of education and training. A 2011 Northeast Indiana Regional Partnership report, “Industry Cluster Initiative: Summary of Key Findings and Recommendations for Northeast Indiana,” identified three areas requiring substantial workforce investment.

1. Advanced Manufacturing – there is a smaller pool of industrial, mechanical and computer engineers than in the region’s competitor economies.
2. Defense Electronics – this sector is again dependent on baccalaureate graduates in engineering and computer science.
3. Finance and Insurance – the strategic occupations that support the operation of the insurance industry require at least a bachelor’s degree. In this sector degrees in business, finance or actuarial science are all critical.

Additionally the report cited the important contribution of individuals within the workforce with baccalaureate degrees or higher to knowledge jobs and the level of innovation within the economy.

This need for a more highly skilled workforce drives the Northeast Indiana business community’s push to see IPFW functioning at its highest capability. Since 1994, IPFW’s share of undergraduate full-time enrollment of the major institutions of higher education, public and private, within the region has been 57.8%. However, in terms of degrees conferred, IPFW’s share is only 37.8%. IPFW has substantially increased its degree production at the bachelor’s degree level in the past decade. Since 2000, the number of IPFW’s baccalaureate degrees conferred has increased from 734 to 1,293 in 2011, a 76% increase.

History of Allen County Employment: Selected Industries

Data Source: Woods & Poole

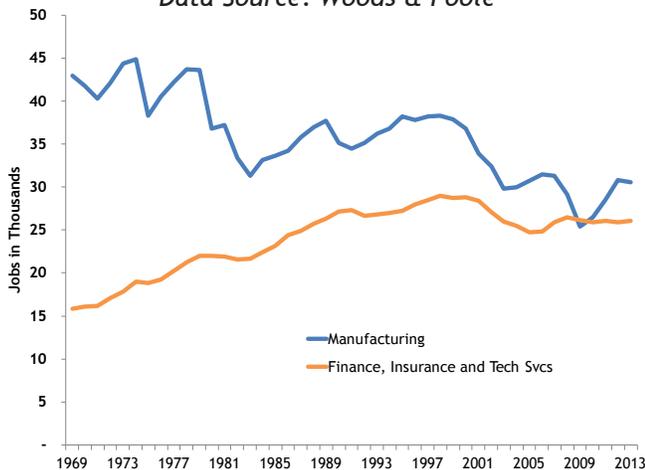


Figure 3.1

Between 1969 and 2013, Allen County lost approximately 16K manufacturing jobs. The County gained over 10K jobs in the finance, insurance and technology industries over the same time period. Woods & Poole estimates that employment in these industries will exceed employment in manufacturing by 2024.

Concentration of Employment in White Collar Industries

Data Source: BLS QCEW

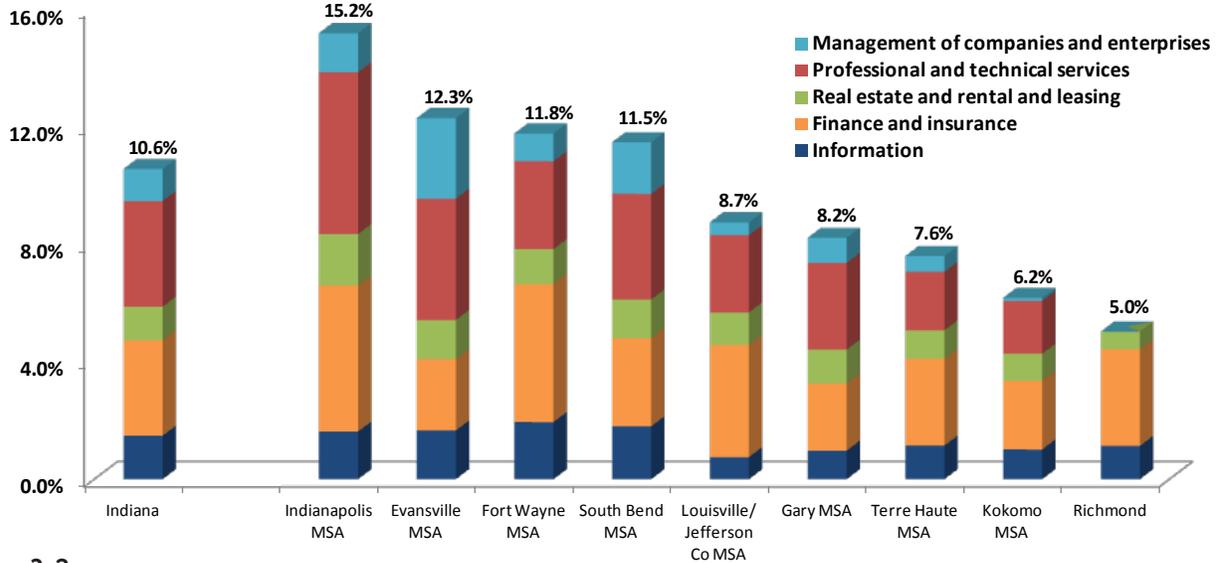


Figure 3.2

Approximately 12% of Fort Wayne MSA employment is in high-tech or white collar industries that require post-high school degrees.

Although only hypothetical, if IPFW’s 6-year graduation rate was equal to that of the other major institutions in the region, there would be another approximately 3,800 baccalaureate graduates potentially available to the region’s community and workforce. Clearly the other, private, campuses make a significant contribution, but it is IPFW that is the major player at the baccalaureate level. It follows that substantial increases to IPFW’s efficiency and effectiveness will provide great returns in the form of more and better prepared graduates for Northeast Indiana’s workforce. And it is this outcome that motivates community and business leaders throughout the region to strive for a more effective IPFW.

The Northeast Indiana business community came together in 2009 to explore ways to grow the preparedness of its workforce in a process called the Talent Initiative. With the help of a grant from the Lilly Endowment, the Northeast Indiana Regional Partnership and its collaborative partners produced a program that accelerated the regional training and educational initiatives in science, technology, engineering and math within the Partnership’s 10 county region. As a part of this process the business community with the Partnership’s leadership established

an objective to which all of its efforts would point – the “Big Goal.” The Big Goal states that by the year 2025, the percentage of residents in Northeast Indiana with a degree or credential would reach 60%.

The business and community leaders clearly understand that to reach the Big Goal, IPFW must increase its contribution to the raising of educational attainment throughout the region. In past 30 years, a number of studies have been undertaken to analyze IPFW’s role and contribution to the community, its resources as a public university, and its governance under Indiana’s regional campus structure. As part of this study and in order to gain a current regional perspective on the issue, focus groups were held and interviews conducted consisting of business and community stakeholders. Specifically, those interviewed represented:

- a combination of consumers, employers of the IPFW product, its graduates;
- collaborators with IPFW on projects and programs;
- supporters, both financial and in advocacy for the university.

Educational Attainment: Bachelors Degree or Higher Regional Campus Catchment Areas; U.S. Census

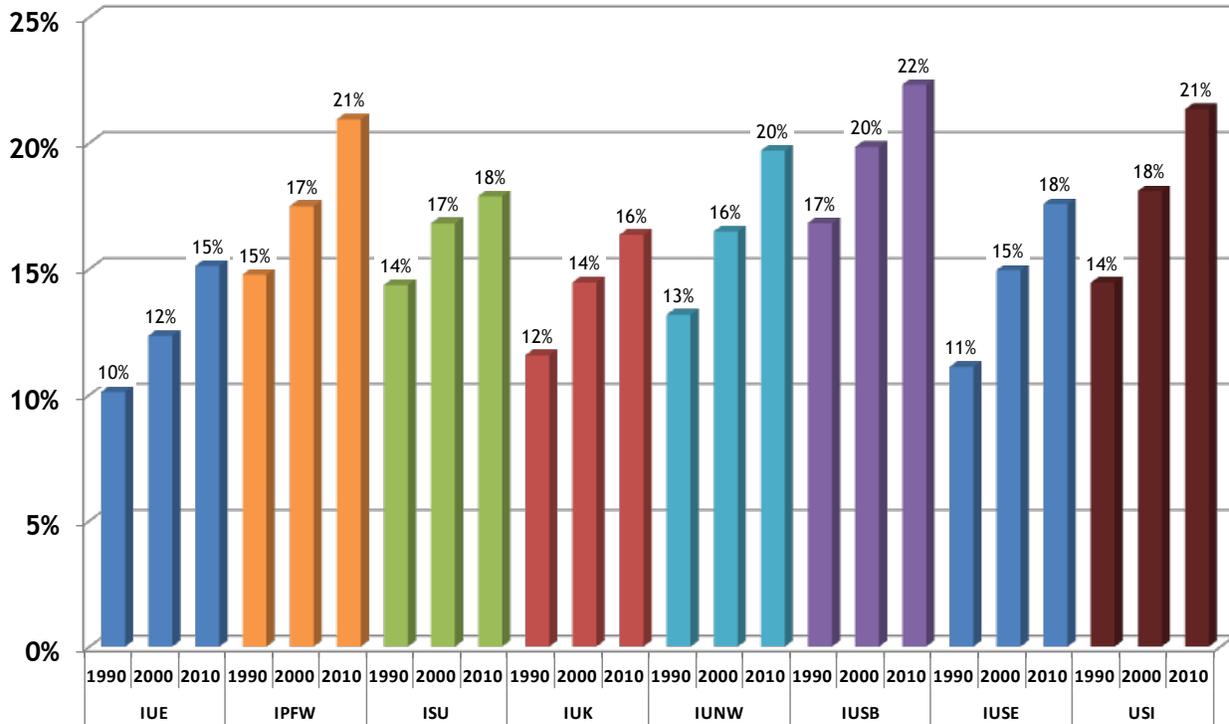


Figure 3.3

The chart above shows the percentage of population older than 25 with at least a bachelor's degree in the catchment area of each regional campus. The data shows that the South Bend, Fort Wayne and Evansville regions have the highest levels of educational attainment.

The focus groups and interviews were conducted over a two month period in early 2014. The list below provides a distilled set of representative comments gleaned from this process, they are presented in no priority or ranked order:

1. "IPFW is an important resource for Northeast Indiana employers."
2. "IPFW is not a 'feeder' campus." - In reference to State policy on regional campuses.
3. "IPFW was not very responsive when the Northeast Indiana Insurance cluster sought assistance for creating an Insurance and Risk Management degree."
4. "IPFW, both top administrators and faculty, does not play a key leadership role in the community. IPFW is not really engaged with the community."
5. "IPFW and the Northeast Indiana community benefit from the connections with IU Bloomington and Purdue West Lafayette."
6. "The students value the IU and Purdue degrees offered at IPFW."
7. "The lack of operational funding is a really important issue for IPFW and the business community."
8. The business community/IPFW/Purdue main campus relationship requires a pro-active approach from Purdue West Lafayette.
9. From a long-term perspective, an independent IPFW would benefit the region.
10. It would be beneficial to both IPFW and the region for IPFW to be granted "metropolitan university" status, similar to IUPUI.

A recent survey and report, the CHORUS Report, sponsored by the business community in Northeast Indiana and directed at workforce education and training issues also made a number of findings related to IPFW and the other universities within the region.

1. Regional campuses are attractive to employers because –
 - A. they aid the student by allowing for continuing employment while being educated,
 - B. they supply employees [at graduation] who are rooted in the community and adjusted to geography and climate.
2. Employers are very interested in engaging students from regional campuses as interns, but are frustrated by the seeming lack of interest by colleges in structuring internship opportunities.
3. Regional campuses should be able to react more quickly and more nimbly to the needs of the area or community. Giving regional campuses more flexibility to plan the future of their academic programs will provide for a stronger and more vital partnership between the main/parent campus and the regional institution.
4. Top executives within the region’s business community understand the challenge in offering advanced degrees at regional campuses, doctorate or non-professional master’s degrees, due to cost and economies of scale. They however, would welcome some consideration of the benefits afforded by more flexible and creative paths to advanced degrees where appropriate.

Clearly IPFW is seen by regional community and business leaders as a key element in growing the economy and improving the workforce. The Northeast Indiana business community’s expressed “Big Goal” is for a level of educational attainment in the workforce approaching 60% within a little more than a decade. In that objective, they are in alignment with the State of Indiana’s goal stated in “Reaching Higher, Achieving More.” Although there is a desire for more professional master’s output – in business and nursing, for instance – the primary need stated by and

revealed in the economic data is for a substantial increase in the number of baccalaureate degreed individuals who are available to live and work in Northeast Indiana. Of the many quality institutions of higher education in the region, it is IPFW that has the size and scope to make the major contribution to eliminating that deficit.

Glossary of Abbreviations for Institutions Referenced

BSU	Ball State University Muncie
IIT	Indiana Institute of Technology Fort Wayne
IPFW	Indiana University-Purdue University Fort Wayne
ISU	Indiana State University Terre Haute
IUB	Indiana University (Main Campus) Bloomington
IUE	Indiana University East Richmond
IUK	Indiana University Kokomo
IUNW	Indiana University Northwest Gary
IUPUI_GA	Indiana University-Purdue University Indianapolis (<i>General Academics</i>)
IUSB	Indiana University South Bend
IUSE	Indiana University Southeast New Albany
Huntington	Huntington University Huntington
PUC	Purdue University Calumet Hammond
PUNC	Purdue University North Central Westville
PUWL	Purdue University (Main Campus) West Lafayette
Saint Francis	University of Saint Francis Fort Wayne
Trine	Trine University Angola
USI	University of Southern Indiana Evansville

Clemson University: International Center for Automotive Research



Photo Credit: CU-ICAR

The Clemson University - International Center for Automotive Research (CU-ICAR) in Greenville, South Carolina had its roots in a proposal for the “Center for Motorsports Excellence” launched by Don Rice, the Director of the Brooks Institute for Sports Science at Clemson University in 2000. The original concept was to create a multi-university facility to serve as the human resource center of the motorsports industry. At the same time Clemson University President James F. Barker hosted a “Clemson in Greenville Summit” with business leaders in that community to discuss new ways to link the campus and Greenville (located approximately 35 miles from Clemson). An outgrowth of that meeting was several recommendations, including the establishment of a research center connecting the campus with key industries located in Greenville, including the automotive industry. Michelin North America is headquartered in Greenville and a major BMW auto assembly plant is located in adjacent Spartanburg, so a connection with the automotive industry seemed logical.

Over the next several years the initial proposal went through numerous changes before ground was broken on the Center’s first building in 2003 as a collaborative effort of Clemson University and the State of South Carolina. CU-ICAR has subsequently evolved into an advanced technology research campus at which academia, industry and government organizations come together for

their mutual benefit and to improve the economic competitiveness of the greater Greenville-Spartanburg region. BMW and Michelin both have a presence in the research park and Clemson has located its Campbell Graduate Engineering Center and its Department of Automotive Engineering within the research park. Over 200 Clemson University students are pursuing Master of Science and/or Ph.D. degrees in Automotive Engineering. CU-ICAR has garnered several national awards, including the Association of University Research Parks 2009 Emerging Science and Technology Park Award for North America and the National Academy of Sciences 2009 award as one of the five best global practices for science and technology parks in the U.S. Since its inception, the center has generated nearly \$250 million in investments and an associated 2,300 jobs.

CU-ICAR serves as an outstanding example of the academic-industry collaboration which can occur when a university is willing to step outside of its traditional geographic turf and meet industry where it was already concentrated. Clemson might well have insisted that its participation and investment only occur on its campus in Clemson, S.C. Under the leadership of President Barker, it chose a different route and the result was a win for Clemson, a win for Greenville-Spartanburg, and a win for the U.S. automotive industry.

In addition to producing graduates, a regional campus can and should be a player or actor within a community, sensing the needs of both students and employers and responding to those needs. The ICHE policy on Regional Campuses states that, “Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.” The example cited of the Clemson University – International Center for Automotive Research (CU-ICAR) in Greenville, South Carolina demonstrates that major universities

can collaborate with “off-site” actors to the benefit of the university and the regional and state economy. A regional campus, by virtue of its smaller size and local interactions, can present opportunities for the State and the major campuses to demonstrate flexibility and initiative in responding to local or regional needs. In order to facilitate this responsive interaction, a regional campus must be engaged with its community and business sector. The Northeast Indiana business leadership is looking for that added level of engagement.

4 The Challenges Confronting IPFW

IPFW was established in 1917 as an extension site for classes offered by Indiana University. Purdue opened a Fort Wayne center in 1941 to provide wartime related technical instruction. The idea of a single campus hosting programs offered by both universities began to be discussed in the mid 1950's, with Purdue moving its programs to a site on Coliseum Boulevard, (the current home of IPFW). By 1964 IU had joined Purdue at the site and it was dedicated as a joint campus on November of that year.

Discussions of IPFW's role and possible independence began in the early 1970's with a report prepared by Boyd Keenan from the University of Illinois for the Indiana Commission for Higher Education, ["ICHE"]. The report recommended that IPFW become an independent public university, and if that proved unpopular or impractical, that it be governed by Purdue. The report also advised that IPFW be led by a single chancellor, reporting to the presidents of both schools.

IPFW Graduate and Undergraduate Enrollment History Full Time Students - Headcount vs FTE

Data Source: IPEDS

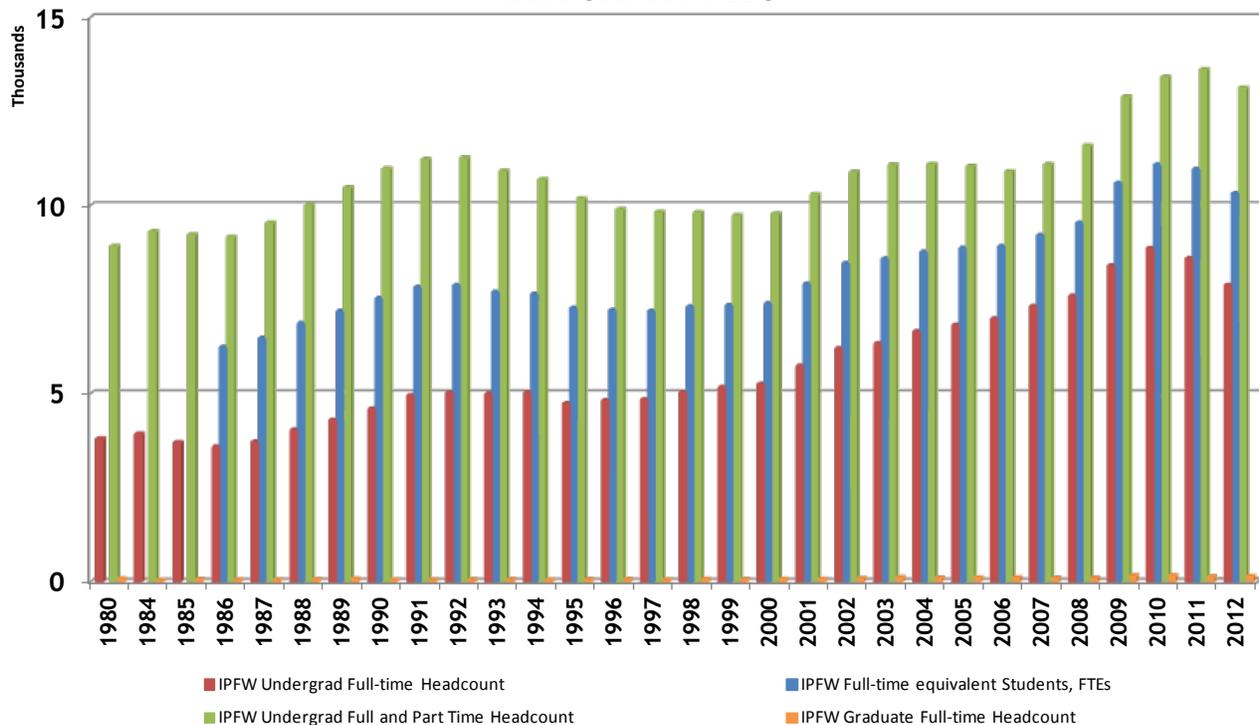


Figure 4.1

Between 1986, and 2012, IPFW's full time equivalent (FTE) enrollment increased by 65%. In 1980, part-time students comprised 57% of undergraduate enrollment. By 2012, part-time students comprised 40% of undergraduate enrollment.

Indiana Resident Full Time Equivalent Enrollment

Data Source: ICHE

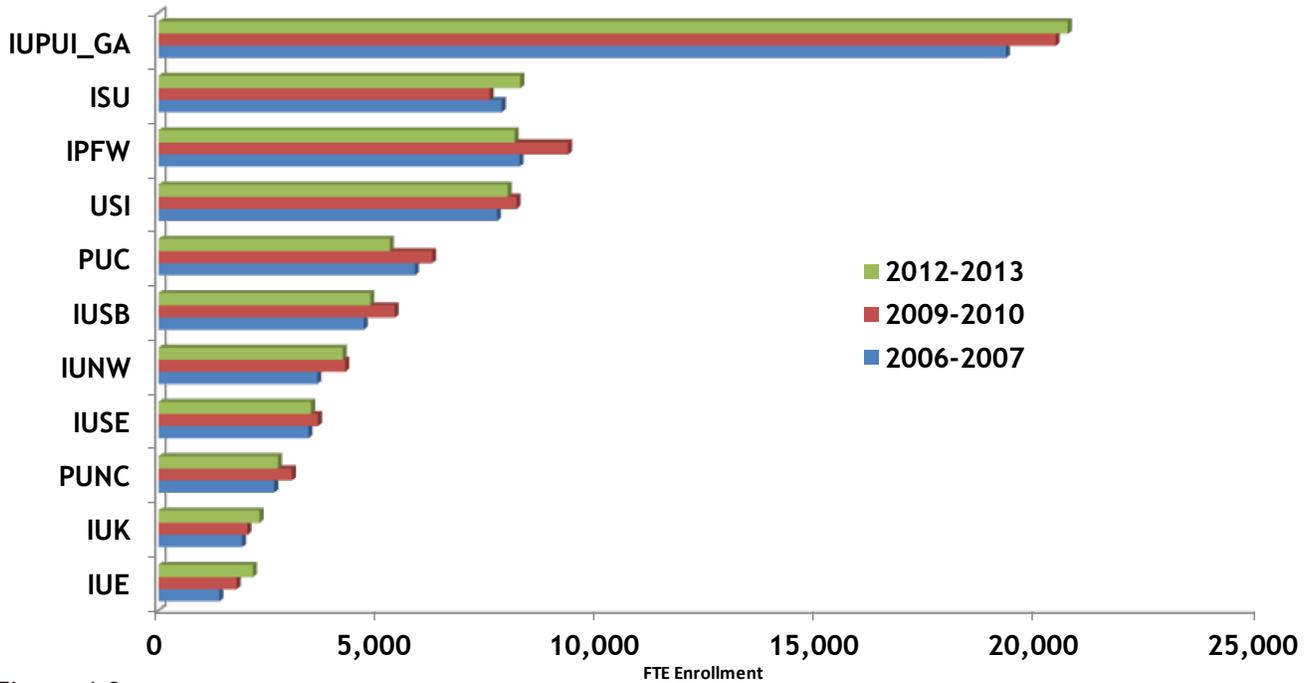


Figure 4.2

IPFW’s FTE enrollment is greater than all of the other regional campuses, and equivalent to, or greater than the University of Southern Indiana and Indiana State University, depending on the year.

Numerous studies led, variously, by community stakeholders or the IPFW faculty during the late 1980’s produced lists of recommendations but little change. Although the concept of an independent IPFW was discussed, it remained a minority view. During IPFW’s long history, the value to both students and faculty of the connection with two major, Tier 1, universities continued to be a major argument for IPFW’s unique and at times ungainly governance structure.

Fort Wayne sits in a unique position, the second largest city in Indiana, and geographically distant from Indianapolis, and from the main campus for Purdue. Fort Wayne is a city which leads its region with a self awareness of both its leadership responsibilities and its position. The business community in Fort Wayne and Northeast Indiana makes great contributions in terms of employment and economic impact to the well being of the State

of Indiana. IPFW has grown apace with its region. In 1986, IPFW’s in-state enrollment, measured by full time equivalent students [FTE] was 6,226. In the most recent school year for which full data was available, 2012-13, it had increased by 65.6%, from 6,226 to 10,312.

IPFW’s FTE enrollment is greater than all of the other regional campuses, and equivalent or greater than depending on the year, University of Southern Indiana and Indiana State University. In terms of statewide comparisons, only Ball State, Purdue West Lafayette, IU Bloomington and IUPUI have higher enrollments.

Indiana’s regional campuses however face different challenges from those encountered by the Tier 1 institutions. A far greater number of both undergraduate and graduate students at a regional campus are tied to their geography, for the following reasons:

1. Family – the student may be married, may have children in school, may be caring for a parent or other family member.
2. Employment – the student may have relatively high paying job, not requiring a baccalaureate degree. In this case the return on investment provided by the 4-year degree will “pay off” over a longer term.
3. Financial reasons – the student may have financial burdens or responsibilities that preclude carrying the credit hour load that will allow a baccalaureate degree to be completed in the “four year approved” timeframe which policy makers desire.
4. Other reasons – the student may have personal or family reasons, including other commitments [military commitments] that reduce the student’s ability to be as fully committed to completion of a “four year degree” in four years, as may be considered optimal according to state policy.

Graduation Rates for Indiana Public Campuses

Source: IPEDS

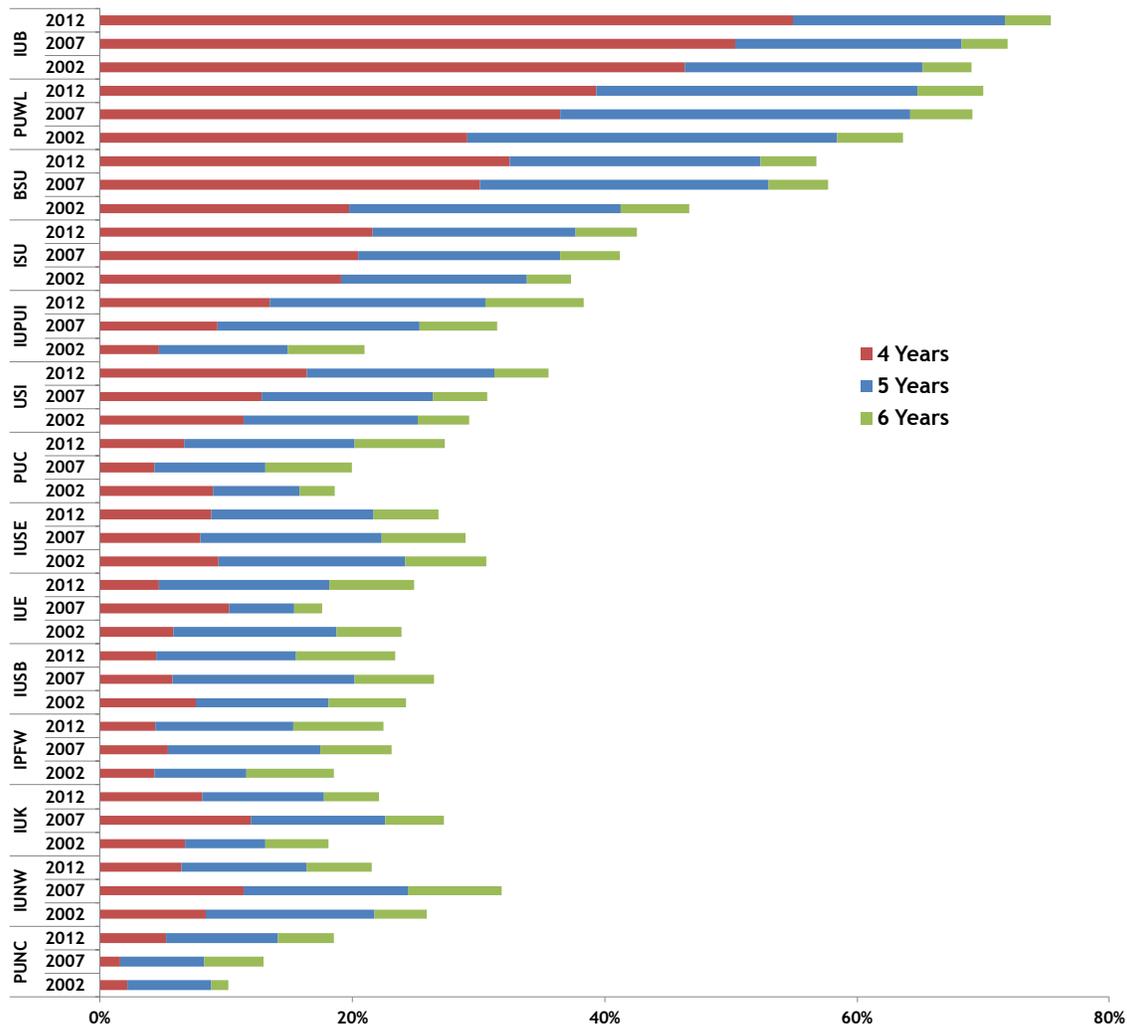


Figure 4.3
The campuses in the above chart are ranked by total 2012 graduation rates.

Regional Campus Graduation Rate; Ordered by 6-Year Graduation Rate

Source: IPEDS

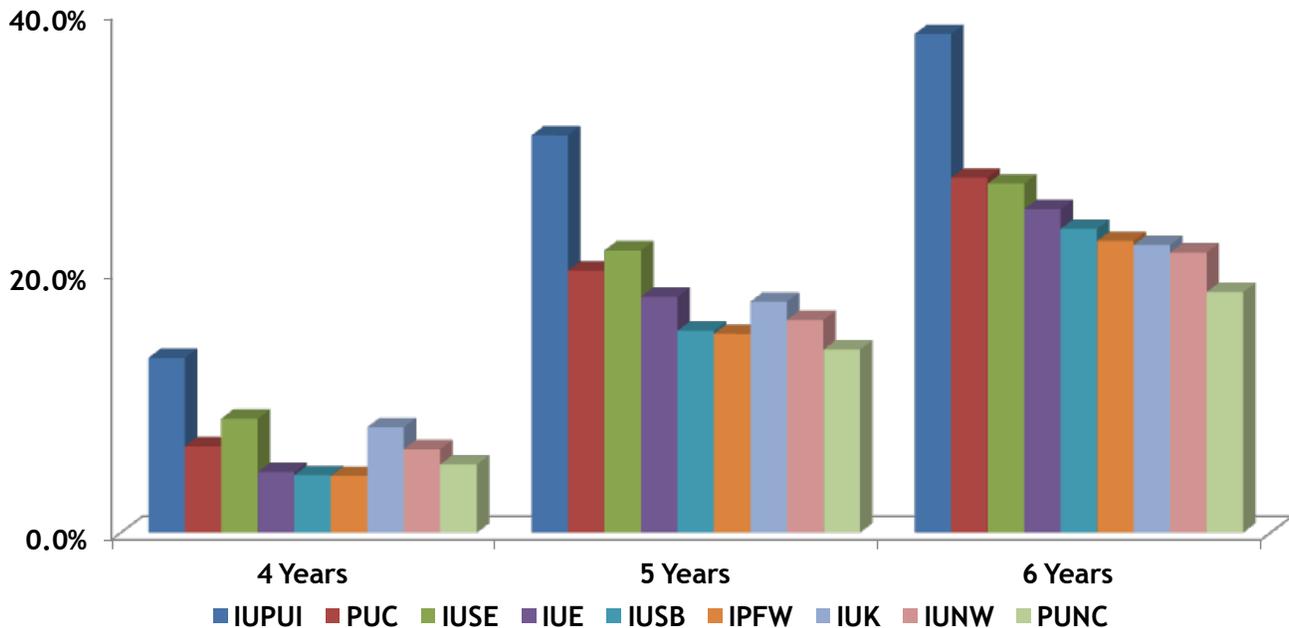


Figure 4.4

Focusing on the regional campuses -- the campuses are ranked according to their 6-year graduation rates.

The differences in undergraduate degree completion times are evident across institutions by type. IU and Purdue, followed only slightly by Ball State, graduate the majority of their students in 4 years. All regional campuses show percentages for undergraduate baccalaureate completion times at 4 years that are in single digits – under 10%.

In recent years the ICHE and the Indiana General Assembly have evolved a policy of funding Indiana’s higher education institutions based on performance metrics. Those metrics are heavily impacted by “on-time degree completion” and student persistence.

Of the performance metrics utilized by the State of Indiana for funding all campuses, the most “lucrative” metric to attain is that for “on-time degree completion.” It is defined as “the absolute number of students graduating in either 2 years, at 2 year institutions, or in 4 years, at

4 year institutions” times the award level – which for a bachelor’s degree is \$23,000, (this is the value for the 2015-17 biennium).

Since the regional campuses attract students with demographic and educational characteristics that in many cases preclude graduation in 4 years, this metric is out of reach for much of the student body served at regional campuses.

Regional campuses across Indiana represent the “front lines” in the battle to substantially and rapidly increase the educational attainment at the baccalaureate level for the benefit of the State’s workforce, economy and quality of life. This challenge is one that requires sufficient resources for these campuses to attract, educate and graduate the students that find the regional campus more suitable for their circumstance.

Selected State of IN Campuses: History of Funding per FTE; 1999-2013

Source: ICHE

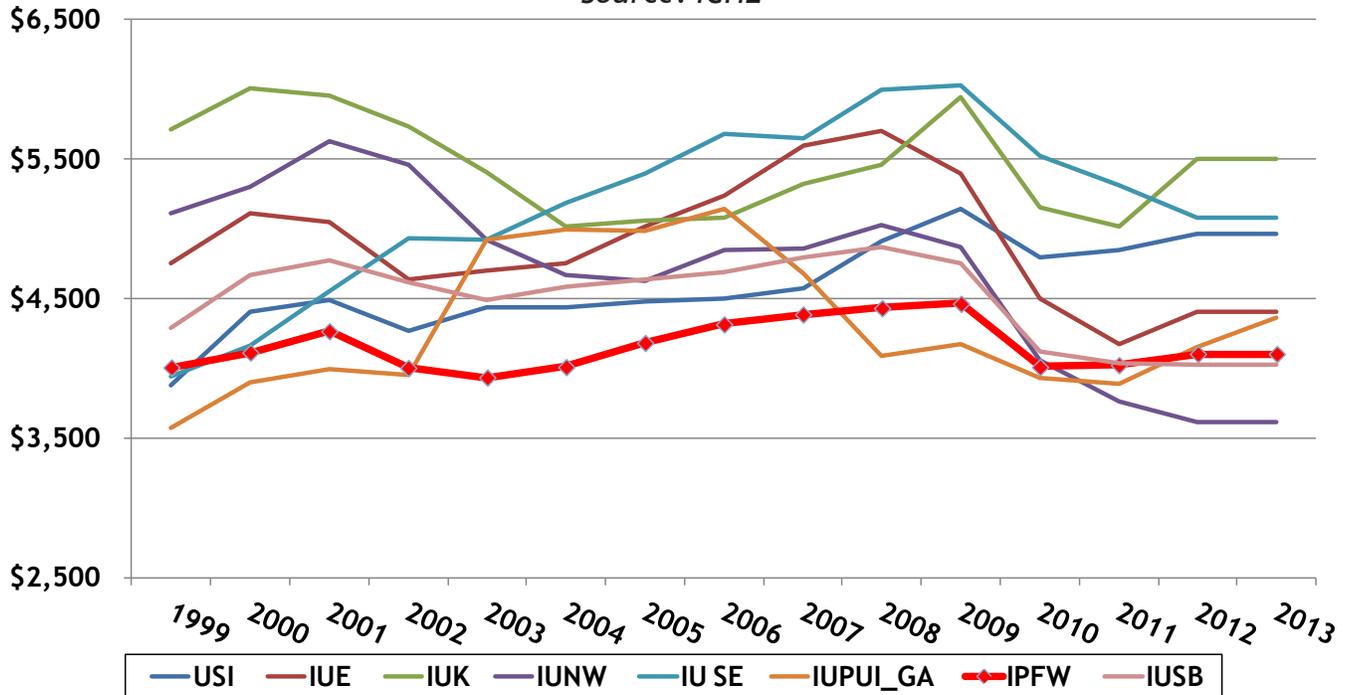


Figure 4.5

Data on State appropriation per Indiana resident FTE from 1999 through 2013, with no adjustment for inflation, provided by the staff of the ICHE.

In Indiana, because of the national recession of the last decade, higher education funding through state appropriations per FTE has been essentially static. Universities have been able to achieve more revenue, but through increased fees, tuition or other sources – depending on the individual school. IPFW has complained, and the complaint has been echoed by the Northeast Indiana business community, that it has been at the bottom of the funding ranks for many years.

In data provided by the ICHE on State appropriations per FTE [without adjusting for inflation], IPFW was the 4th lowest in funding in 1999 and by 2013 it had become the 3rd lowest. Although the mission of regional campuses is intended to be one of efficient production of educational services, much more so than major research universities, it requires very strong management to grow in effectiveness and quality in such a lean environment.

IPFW, in addition to funding challenges, faces strategic challenges in achieving its mission. IPFW is larger in terms of enrollment than other regional campuses and is a focus of community pride and support. It has become a university that many students attend as a “first choice” because of its size, programs, degrees offered, and location.

The challenge is for IPFW to fulfill the state assigned role as a primarily baccalaureate graduating institution offering IU and Purdue degrees, while also developing its unique character as a first choice university. This multi-character mission requires a re-thinking of IPFW’s programs and operations by both its local leadership and its governing main campuses.

5 Discussion of IPFW's Governance Issues



IPFW is unique among the regional campuses in Indiana in that it offers such a complete set of academic programs, from both Purdue and IU. The enroll-

ment is approximately evenly divided between students in Purdue programs and those enrolled in IU course programs. While the academic programs are divided, that is, Purdue degrees conferred and IU degrees conferred, the administration of the campus is under Purdue's governance. How Purdue governs, the controls it exercises in administering the campus, and how certain administrative functions operate is governed by an agreement or contract between Purdue University and Indiana University – signed by the Presidents and approved by the respective Boards of Trustees.

The controlling document is titled the “Amended Management and Academic Mission Agreement: Indiana University – Purdue University Fort Wayne,” [the “Agreement”]. Throughout its life, it has had a five year term, until 2 years ago when discussions regarding IPFW's role and changes to that role surfaced again. For that reason it is now an annual document. The agreement calls for Purdue to serve as the “responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University and do all things necessary and proper for that purpose.”¹

The Agreement also assigns the “specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees.”² It identifies the Chancellor as the Chief Executive Officer of the Fort Wayne Campus. He/she will be appointed and employed by Purdue University with approval of Indiana University and will report to the Purdue President. All other administrative officers will also be appointed and employed by Purdue University.³ Under the Agreement, Purdue is authorized to appoint and employ all new full-time and part-time faculty members, including those who function in Indiana University mission areas. All new appointees go on the Purdue pay and benefits plan.⁴ As this provision has been in place for many years, the majority of faculty members are now Purdue employees. All administrative, clerical and service personnel are employees of Purdue University and Purdue is responsible for all business operations of IPFW.⁵

IPFW has, for many decades, struggled with its assigned role within Indiana's higher education system and the governance strictures under which it operates. Throughout its history, the Fort Wayne community and IPFW's academic community have envisioned a more independent role and a higher profile for IPFW than has as of yet been realized (reference Appendix A -- Annotated Timeline of IPFW Development). As early as 1973, a report prepared by Boyd Keenan, professor at the University of Illinois at Chicago, for the Indiana Commission for Higher Education recommended, among several options, that the Fort Wayne campus be separated

¹ “Amended Management and Academic Mission Agreement: Indiana University-Purdue University Fort Wayne”; July 1, 2013, p. 1.

² “Amended Management and Academic Mission Agreement: Indiana University-Purdue University Fort Wayne”; July 1, 2013p. 2.

³ “Amended Management and Academic Mission Agreement: Indiana University-Purdue University Fort Wayne”; July 1, 2013, p. 4.

⁴ “Amended Management and Academic Mission Agreement: Indiana University-Purdue University Fort Wayne”; July 1, 2013, p. 4.

⁵ “Amended Management and Academic Mission Agreement: Indiana University-Purdue University Fort Wayne”; July 1, 2013; p. 6.

from both IU and Purdue and become an independent institution. The reactions to the “independence option”, both at that time and since have been expressed in the following ways:

1. Among students at IPFW the value of the Purdue and IU degrees outweighed the changes that might come about from IPFW becoming an independent “University of Northeast Indiana.”
 2. Administrators, at the time of the Keenan report, at the main campuses of IU and Purdue viewed independence as a step too far, and saw it as setting an unwelcome precedent for other regions of the State.
 3. In an IPFW Ad Hoc Committee faculty report in 1989, the desire for an independent university was found to be a minority point of view.
 4. The 1988 “Fort Wayne Futures” report found that the independence option did not have sufficient community wide or legislative delegation support to be viable.
 5. In the focus group and interview process conducted as part of this 2014 “IPFW Roles and Governance Report,” the independence option was found to have relatively little support.
- However IPFW is not unique in the, at times, unease experienced with regard to the role it is assigned and the aspirations surfacing from within its community or the regional campus faculty. Challenges to a smooth governance relationship between any regional campus and its parent institution or institutions are continually arising, without regard to which main campus is the governing institution. A report by faculty and administrators at IU, “Eight Campus Identities, One Shared Destiny,” published in 2005 stated, “Simply put, some campuses, especially

Functional Organization Chart for the Oversight of Purdue Regional Campuses

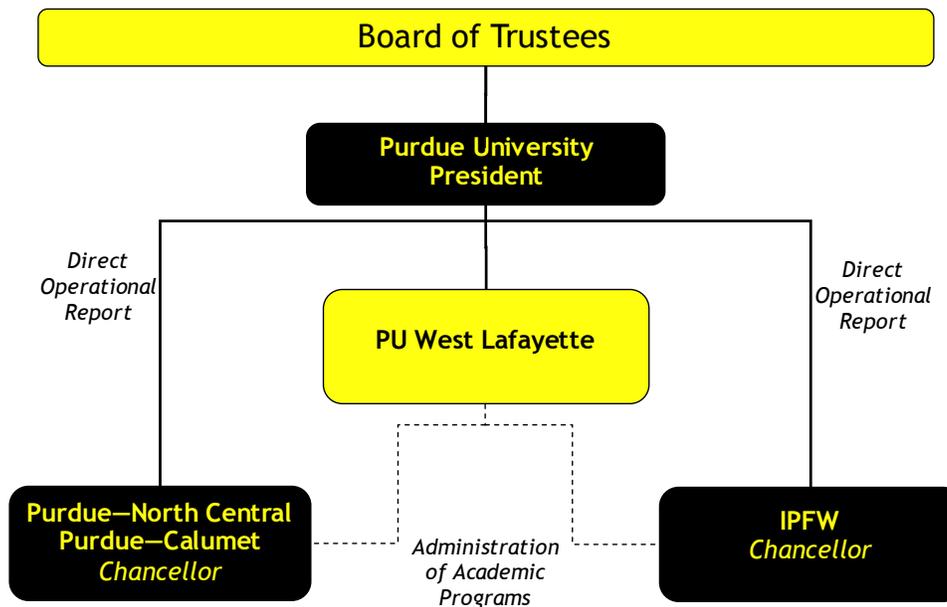


Figure 5.1

The organizational chart for the Purdue University System, showing only the relationships between the regional campus Chancellors and the Purdue President. There are, of course, a number of “direct reports” to the Purdue President which not shown. The chart highlights the workings of the regional campus system.

Functional Organization Chart for the Oversight of Indiana University Regional Campuses

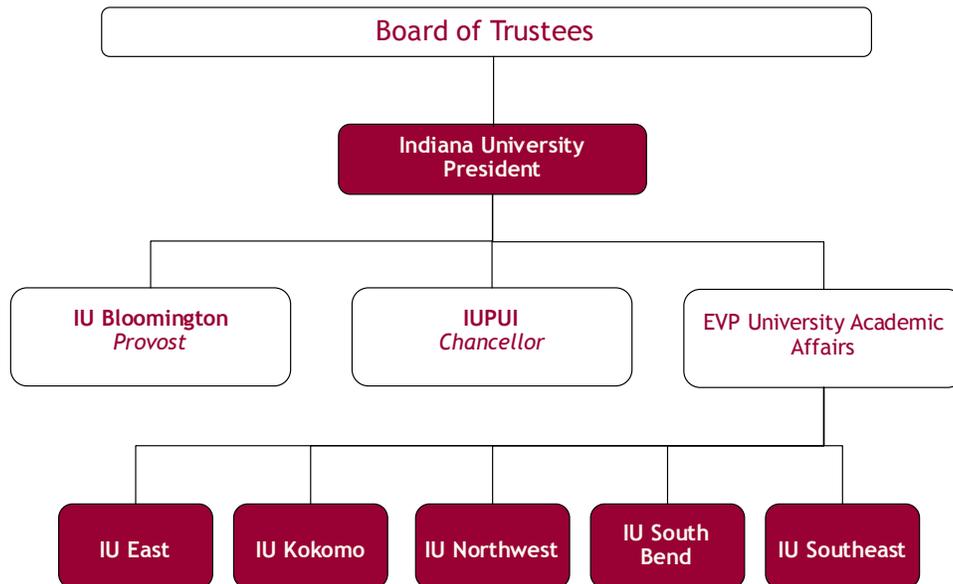


Figure 5.2

The organizational chart for the Indiana University System, showing only the relationships between the regional campus Chancellors and the Indiana University System President. There are, of course, a number of “direct reports” to the IU System President which not shown. The chart high lights the workings of the regional campus system.

those geographically furthest from Bloomington and IUPUI, believe their ability to meet community needs is being constrained by the core campuses.”⁶

The Purdue University system of campuses and Indiana University’s system while in the main are quite similar, do have some significant differences. Each of the main campuses recognizes the need to operate as a system to produce efficiencies and to achieve state mandated goals. The offices of finance in each regional campus coordinate with the respective Treasurer or Chief Financial Officer of that system to coordinate budgeting, financial reporting and capital projects. The coordination of grants for research projects is also done on a system wide basis.

The differences between the systems can be seen more clearly in the administration of academic affairs. For Purdue, each regional campus is given authority to

control its undergraduate academic programs, however at the graduate level control is vested at West Lafayette. This means that graduate academic issues at a regional campus will rise to the dean of the respective school at the main campus. The description of the Purdue campus system is contained in a document referred to as the “Purdue System Plan” which was prepared by a Task Force commissioned by the Purdue President. The final draft of the Plan was completed in May of 2013.

The IU approach to administering its regional campuses was developed under a process called the “Blueprint for Student Attainment.” Developed during 2010 and 2011, the “Blueprint” contains a shared vision for advancing student access and achievement and for addressing the State’s goals for greater educational attainment among Indiana’s workforce and population generally. Within the IU system, there is an Executive Vice President for Academic Affairs whose responsibility it is to coordinate

⁶ “Eight Campus Identities, One Shared Destiny,” Final Report of the Mission Differentiation Project, January 26, 2005, page 9.

and communicate with the Chancellors of the regional campuses. It is this position's task to maintain a communication channel between the University System President and the regional Chancellors. All academic program changes and approvals at both the undergraduate and graduate levels go through the office of the Executive VP for Academic Affairs.

The Purdue System, at first inspection, has fewer parts. With now three regional campuses and soon to be two, Purdue has fewer pieces to coordinate, with each a larger individual unit [in terms of enrollment] than the other regional campuses in the State's higher education system. Purdue's system works more organically, with the Chancellors reporting directly to the University President – when necessary – and with the ability to manage the regional campuses day to day operations autonomously.

However, under the Purdue arrangement, the President is tasked with oversight for the West Lafayette campus, in effect serving as its Chancellor, as well as, managing the Chancellors for the regional campuses. And, at the same time, he serves as the leader for the entire Purdue University System. While the State of Indiana is fortunate to have as its university presidents, individuals of extraordinary capability, the Purdue system does put a significant burden on its leaders to provide the access required to maintain a well-functioning state-wide organization.

IU's System must account for a larger number of individual campuses, some quite small, and another, IUPUI, the largest of any other separate campus.¹ The IU System's structure puts a campus leader at each site – a chancellor at the regionals and IUPUI, with a Provost for the Bloomington campus. Clearly, in this organizational structure Bloomington and IUPUI have direct reporting to the President, however, the regional campuses have an Executive Vice President that is charged on a daily basis

with maintaining close relationships with and among the regional campuses and administering academic issues.

Today's pressures to constantly improve economic performance at the state and local levels mandate that a regional campus be engaged and interacting with its main campus governance so that together they can provide the educational services needed by the students and business community. In this model, the regional campus is the institution within the main campuses overall system that is closest to the "ground" and thus able to sense and understand the real needs – where educational services are meeting the needs and where adjustments need to be made. Again, the ICHE policy on Regional Campuses emphasizes this important part of their mission. To accomplish this role, the regional campus and the main campus are required to work in tandem, with communication and the ability to adjust programs, dropping older programs and instituting new ones to meet student and workforce demands.

Principally this would seem to require engagement at the regional campus level and flexibility and communication at the main campus – and most importantly a system structure that provides for these attributes.

¹ IUPUI is not considered a "regional campus" by either the IU System or the ICHE. It is called an "urban or metropolitan" campus by ICHE and a "core campus" by IU. When compared on a "numbers basis" the general academic undergraduate enrollment of IUPUI is approximately twice as large as that of IPFW, ISU, or USI. IUPUI's undergraduate academic funding per student is in the same range as the other regional campuses. However, IUPUI is quite different than the regional campuses in terms of its mission. It houses the IU medical and dental schools – that while graduate programs – bring in funding and undertake research projects with international scope. It also houses and is the primary campus for the IU School of Social Work.

6 Findings and Conclusions



This analysis reviewed the workforce data and studies regarding the Northeast Indiana economy's needs for workforce now and in the near future. There were also a series of

interviews and focus groups conducted to elicit the business community's satisfaction with the graduates being produced by IPFW, its level of engagement as the local public university with the regional community and ideas for improvement in this area. The authors also interviewed administrative leaders at IPFW and other statewide higher education policy makers, reviewing not only the current status of governance issues but past issues as well. These reviews of data, interviews and other analyses provided insights into the multiple actors and the myriad demands regarding IPFW's educational production within the context of its governance.

The list of these actors' wants or needs given below is a short hand method for laying out the complexities within the bundle of issues inherent in this subject. It is also a way to demonstrate most clearly that each of the actors has a point of view that is important to finding a path to progress.

Northeast Indiana Business Community Wants/Needs

1. The Northeast Indiana business community wants and needs more graduates at the baccalaureate level who stay in the community and participate in the local workforce.
2. The Northeast Indiana business community wants an IPFW that is more engaged in the

local community and responsive to the business community's needs.

3. The Northeast Indiana business community wants IPFW to be able to offer professional specialty master's programs/degrees and to be able to flexibly coordinate applied doctorate degrees on a limited basis and with faculty from the main campuses.
4. The Northeast Indiana business community believes that IPFW is underfunded when measured against the region's demand for educational production.
5. The Northeast Indiana business community is expecting an IPFW Community Advisory Council that provides real input into the vision, mission, educational objectives and activities of the institution.

IPFW Wants / Needs

1. IPFW is requesting more authority to manage and adjust its graduate programs to meet the needs of students and to be responsive to its regional community
2. IPFW is requesting a direct, consistent, and formal communication structure between its local campus and its governing main campus.
3. IPFW is requesting a State of Indiana funding metric that is more responsive to the challenges and realistic performance patterns of a regional campus.
4. IPFW is requesting a "campus designation" that sets it apart from other regional campuses. It has suggested the designation of "metropolitan campus" which is currently only applied to IUPUI.

Purdue University and Indiana University – The Main Campuses Want / Need

1. Purdue University (and Indiana University) want to be able to oversee the academic programs offered at IPFW to the extent that the “brand” or reputation of each university is upheld, and the degrees that are offered under the name of each university’s Board of Trustees is worthy of the institution’s name.

State of Indiana and the ICHE Want / Need

1. The State of Indiana – as expressed in the “Reaching Higher, Achieving More,” document – has a goal of achieving a much higher percentage of baccalaureate graduates within its working age population. Therefore degree production is a very high priority for the ICHE and the State.
2. The State of Indiana has an objective for and will clearly benefit from its regional campuses working closely and responsively with their communities to respond to business and workforce needs as those needs are locally expressed.
3. The State of Indiana wants to provide its resident families and students with a diverse range of appropriate choices for public higher education. Those choices will extend across a continuum

from technical or community college options, to regional campuses, to resident (primarily) baccalaureate campuses, to, finally, major research universities.

Study Recommendations

We recommend that:

1. IPFW undertake a strategic re-engineering of its educational operations and mission. This should include a focus on increasing on-time degree production, at the 4, 5, and 6 year intervals. It must also include the development of more flexibility in scheduling to allow its students with substantial work commitments to more quickly complete degrees.
2. IPFW’s Chancellor find ways to increase the interaction and engagement with the Northeast Indiana community at large and the business community specifically. As part of this change, we recommend that the Community Advisory Council’s mission and responsibilities be reviewed and augmented to include issues that involve the university’s engagement with the community. This should include discussions of IPFW’s appropriate responses to particular business or workforce programmatic needs.



3. IPFW be moved or restructured as a regional campus under the Indiana University regional campus system, with governance reporting responsibilities to IU. We recommend that as part of that move, the new governance agreement which will designate IU as the governing institution provide for added authority for IPFW to manage its graduate studies, within the parameter of protecting both Purdue and IU's appropriate oversight for program criteria and quality.
4. The Fort Northeast Indiana business community seek ways of involving IPFW administrative leaders and leading faculty in community boards and functions to assist in integrating the university into the life of the community and region.
5. The ICHE and the Indiana General Assembly research and consider modifications to the current performance funding metrics. These modifications could include a modification to the "4-year on-time degree completion pay-off" to provide an incentive for regional campuses which increase baccalaureate degree completions at the 5-year and 6-year intervals. These pay-offs should be at a discount from the 4-year amounts but still provide a tangible incentive for changing the educational production function at the regional campuses.

This report is prepared for the Northeast Indiana Regional Partnership. However, it would be naive to think that this document or these recommendations are to be implemented by the Partnership. The business community can only advocate for the changes that are required to achieve the recommendations below. It is also naive to think that this report is the last word on the roles played out by IPFW and the governance under which it operates.

The actual governance of IPFW is – as described in section 5 of this report – controlled by a contractual arrangement between Purdue University and Indiana University that must be approved by their respective Boards of Trustees. These recommendations are intended to provide food for thought for those bodies entrusted by State statute to govern Indiana's very large and very complex higher education system – a system that has in the past and continues to provide great benefit to the State's citizens.

A Appendix A: An Annotated Timeline of IPFW's Development as a Regional Campus

The Early Extension Years: 1917 - 1950



From its very beginnings, IPFW has been directly linked to both Indiana University and Purdue University. The roots of IPFW go all the way back to 1917 when the first classes at

the Indiana University Extension were offered. In 1939 Indiana University purchased a building on South Barr Street that served as the location of the Extension until the current campus on Coliseum Boulevard opened. Purdue University opened a Fort Wayne Center in 1941, originally to provide technical instruction related to war preparedness. Later that decade Purdue made the Center a permanent operation and subsequently purchased a building across an alley from the IU Extension. By the early 1950s local businessman Alfred Kettler began a push to locate the two extensions together on a single, new campus. "Is this the best way (being housed in two adjacent but separate buildings) Why are we competitors?"¹

The Idea of a Single Campus Inches to Reality: 1950 to 1960

By the midpoint of the 1950s discussions about a single campus progressed from Kettler's wish to a serious conversation, although not without debate and disagreement. Fort Wayne historian John Ankenbruck noted in his book *The Creation Years*, "It is doubtful that any other

university needed quite the same combination of persuasion, drawing together of disparate interests, and happy accidents that characterized the start of this one."² By 1956 the media was publicly commenting on the ongoing study that would unite the two extension operations in a single campus north of Coliseum Boulevard:

"Initial talks on the proposals have centered on the possible relocation of the Purdue University Center only on the county-owned site. However, it is known that the state felt the operation of separate Purdue and Indiana centers here is expensive. Some state legislators have felt the consolidation of the two centers in one building, still retaining their separate identities, would ultimately lower costs of operation. It was reported that IU had been approached to join Purdue to explore the possibility of combining the two local centers."³

Purdue took the lead for the move from downtown to the Coliseum Boulevard location (the current home of IPFW). A jointly occupied facility seemed to be the limit as to the merging of the two Extension operations. IU's concerns were expressed in an October 25, 1956 letter from IU President Herman B. Wells to Walter E. Helmke, Fort Wayne attorney and IU trustee: "...I reminded our board that (Purdue President) Hovde had been pressing us to join with them in a combination center at Fort Wayne; that I believed a combination of our operating units was impractical, if not impossible; but that I did believe we might join in the development of facilities, the financing and use of the same to be shared on some equitable basis."⁴

¹ Quote attributed to Alfred Kettler by John Ankenbruck; *The Creation Years: Indiana University-Purdue University Fort Wayne*; 1983; p. 14.

² Ankenbruck; p. 2.

³ Ankenbruck; p. 15.

⁴ Ankenbruck; p. 15.

Ankenbruck summed up the relationship between the two main campuses at the time:

*“As with so many other things, Indiana University and Purdue University had something of an adversary relationship at the time. Where one pushed, the other pulled. In Fort Wayne, Purdue was clearly out front in the effort to acquire the favored campus properties, and Indiana was looking at the developing situation with considerable caution, if not apprehension.”*⁵

Ground is Broken on the Indiana-Purdue Regional Campus: 1960 to 1972

It took several years of behind-the-scenes discussions among leaders of IU, Purdue and the Fort Wayne business leadership to move things forward. A critical factor was the insistence of Governor Harold Handley that both Purdue and IU had to be located on the same campus.⁶ Another key element for an acceptable solution was “the organization of a foundation which would provide the buildings for rent to the universities. The foundation had three classes of members: one named by Indiana University, another named by Purdue University, and a third named by people in Fort Wayne.”⁷ The Indiana-Purdue Foundation (now known as the IPFW Foundation) was the result.

Land for the campus was provided by Allen County and the Fort Wayne State School and ground was broken in 1961 on the initial structure located on the north side of Coliseum Boulevard. The Indiana Purdue Regional Campus was dedicated on November 8, 1964 and its Education Building (now Kettler Hall) was opened. The challenges in reaching this collaboration were substantial. Robert O’Neil, the President of the University of Virginia (and former Vice President of Indiana University) has

described IPFW as: “... the most complicated institution (of higher education) in America.”⁸

The Indiana-Purdue Regional Center Becomes a Four-Year Institution



When the Indiana-Purdue Regional Campus opened, students could complete the first two years toward bachelors degrees in many fields of study at either of the two schools.⁹ That concept was the State of Indiana’s initial theory behind extension or regional campuses – to provide a terminal associates degree or a lower cost entry into baccalaureate education which would be finished at a main campus. However, it did not take long for IPFW to begin offering four-year degrees. Credit for this seems to belong to C.H. ‘Chuck’ Lawshe, dean of University Extension at Purdue. “His plan was for a regional campus of rapid growth, quickly developing into a four-year degree-granting institution having autonomy in the academic area. The principal ingredients in the plan were the recruitment of high-quality faculty and the development of a reputation as a good university.”¹⁰

⁵ Ankenbruck; p. 19.

⁶ Ankenbruck; p. 18.

⁷ Ankenbruck; p. 23.

⁸ “A Challenge for Excellence” prepared by Fort Wayne Future; December 23, 1988; p. 21

⁹ Ankenbruck; p. 42.

¹⁰ Ankenbruck; p. 44.

In 1965 Purdue launched a four-year program in engineering technology at Fort Wayne and other Purdue centers. Other four-year programs soon followed. By 1969 the North Central Association of Schools and Colleges granted accreditation for undergraduate programs at the IPFW campus.

Initial Discussions of Independence: 1972 to 1974

By the early 1970s the concept of two university “extension” programs being housed on the same campus, with separate administrators, was seen as too limiting by many and far beneath its potential. As John Ankenbruck noted:

“Issues central to the future status of the Fort Wayne regional campus began to heat up during 1972 and 1973, and finally came to a head in 1974. Key elements included questions as to the relative autonomy of the Indiana-Purdue Regional Campus at Fort Wayne, whether funding should be directly through appropriations by the state legislature or through the parent universities, the naming of a single administrator over both Indiana and Purdue affairs at Fort Wayne, and the direction of academic emphasis at the regional campus.”¹¹

Adding fuel to the discussion was a 157-page report prepared by Boyd Keenan, a professor from the University of Illinois at Chicago, for the Indiana Commission for Higher Education that recommended among several options, the Fort Wayne campus be separated from both IU and Purdue and become an independent institution. “The report, made public on October 10, 1973, rather intrigued the community. There had been talk about a possible independent university, but this was the first time the concept had been advanced in a formal academic study.”¹²

Keenan’s report went on to comment on the concept of a shared responsibility for the campus’ administration. He recommended that the Fort Wayne administration be placed under Purdue. His rationale was that there reportedly was criticism of “top-heavy administration” of regional campuses by IU. Keenan’s final recommendation was to appoint a single administrator, or Chancellor, at IPFW who would report to the presidents of both schools.¹³

The recommendation that administrative oversight be “awarded” to Purdue was not without controversy. Sylvia Bowman, an IU administrator and former IPFW faculty member, objected to Purdue’s governance of the campus, citing that more than 50% of the student enrollment was entered in IU programs, and argued therefore that IU should administer the campus.¹⁴

The discussion of independence for the Indiana-Purdue Regional Campus reached such heights that a bill was introduced that called for a separate state university in Fort Wayne by 1978. The bill was never considered and the author later indicated that he filed the proposal as a precautionary measure should other communities seek independent status for their regional campuses and thus the Fort Wayne campus would be placed at a disadvantage in funding.¹⁵

¹¹ Ankenbruck; p. 56.

¹² Ankenbruck; p. 57.

¹³ Ankenbruck; p. 58. We were not able to find a copy of the 1973 Keenan report to the Indiana Commission for Higher Education.

¹⁴ Ankenbruck; p. 56-57.

¹⁵ “Let’s check the record: higher education”; Fort Wayne Journal Gazette; May 23, 1975 and Ankenbruck; p. 60.

A Single Administrator and a Single Budget Appropriation for the Indiana-Purdue Regional Campus at Fort Wayne: 1973 to 1974

Both IU and Purdue main campuses responded to the calls for further autonomy at IPFW by interacting with the business and broader community leadership and reminding them of the progress toward greater autonomy that had been achieved in the post-war years. The community was encouraged to observe the growth of the now joint campus and the complexity of bringing the degree programs of two “Tier 1” research universities to the Fort Wayne region. IU President Ryan noted “this institution is a complex part of two complex institutions. The time has come for an administrative structural change – the merger and unified management at the Fort Wayne campus.”¹⁶

According to the Fort Wayne News Sentinel, these issues died down, at least for the time being, when in 1974 IU and Purdue agreed to appoint a single chancellor responsible for the Fort Wayne campus.¹⁷ Donald Swartz became the university’s first chancellor. In 1975 the university received a direct appropriation for the campus in the State of Indiana’s biennial budget. The budget language also allowed the trustees of the two universities to designate one of the institutions to receive and expend funds for the operation of IPFW. Lastly, the name of the campus was formally changed in 1975 to Indiana University-Purdue University at Fort Wayne (IPFW).

The Issues of IPFW Management, Autonomy and Independence Resurfaced in the late 1980s

The remainder of the 1970s witnessed extensive growth in facilities on the IPFW campus. Neff Hall, the Helmke Library, the Walb Memorial Union and the Multipurpose Building (now the Gates Center) were constructed in a relatively short time span. Discussion of autonomy and independence subsided as those capital investments were made. In 1985, Indiana University and Purdue University adopted an IPFW Management Agreement that granted Purdue full authority and responsibility to manage and operate IPFW for the benefit of both IU and Purdue.

However by 1987, the Fort Wayne and northeast Indiana community’s concerns for the growth of IPFW and its role in the educational life of the region resurfaced. The Fort Wayne News-Sentinel highlighted the growing community concern with the management arrangement for IPFW:

*“Indiana and Purdue universities have bullied and hogtied IU-Purdue Fort Wayne, limiting its educational, cultural and economic offerings to city residents, a civic group says. Fort Wayne Future also says enough is enough, so it and the Greater Fort Wayne Chamber of Commerce are toying with the idea of hiring a consultant to study IPFW’s impact on the city and vice versa. The consultant would also study the relationship Purdue and Indiana universities have with IPFW.”*¹⁸

The unrest within the community was mirrored by concerns within the academy. First, as the above article predicted, Fort Wayne Future and the Greater Fort Wayne Chamber of Commerce (now a part of Greater Fort

¹⁶ Ankenbruck; p. 62.

¹⁷ “Tough fight lies ahead on road to independence”; Fort Wayne News Sentinel; May 16, 1987.

¹⁸ “Chamber, group may hire consultant for IPFW”; Fort Wayne News Sentinel; July 25, 1987

¹⁹ Reference to this study, known as Indiana University – Purdue University at Fort Wayne Phase I Report, is made on page 1 of A Challenge for Excellence: Fort Wayne Future’s Study of Indiana University-Purdue University at Fort Wayne. The study was prepared by Coopers & Lybrand. No copy of this report has been located.

Wayne, Inc.) joined together with the assistance of the Foellinger Foundation, in 1987, to commission a study of the community's perceptions of what IPFW was doing as well as what it should be doing.¹⁹ At nearly the same time, the university was engaged in discussions of its role and future. The IPFW Faculty Senate created an Ad Hoc Subcommittee to review the relationships between IPFW, IU and Purdue. In April 1987, the study was begun.

In December, 1988 Fort Wayne Future released its report entitled *A Challenge for Excellence: Fort Wayne Future's Study of Indiana University – Purdue University at Fort Wayne*. The report included an apt description of the special circumstances that encompass IPFW:

"IPFW is a genuine paradox. It is one institution. Yet it operates under and must answer to, two very different systems of education. Technically, there are no IPFW students or professors. There are only Purdue University and Indiana University students and faculty on the Fort Wayne campus. Nor does this dichotomy affect only the students and faculty. The Chancellor is the on-campus leader of IPFW. But she has two sets of bosses to whom she is ultimately accountable, two sets of Masters she must ultimately serve: the Board of Trustees and the Presidents of both IU and Purdue. There are three possible methods to alleviate the difficulties caused by the two university set-up: independence, affiliation with only one of the two universities, or more efficient, less burdensome academic and management arrangements within the two university structure."²⁰

The Fort Wayne Future study recommended against the independence alternative, "... there is simply not enough community or local legislator support to accomplish such a dramatic move. Most proponents of independence are IPFW faculty members. Yet, it appears that even among the faculty this is a minority position."²¹ The report went on to place some of the responsibility for

IPFW's failure to meet the community's expectations on the community itself. "Fort Wayne Future believes that even though historically the parent universities have not done enough for IPFW, much of the blame for this neglect must rest with the northeast Indiana community, which has, until recently, taken little interest in, and shown little support for, IPFW."²²

The Fort Wayne Future study concluded that there was no sentiment, among faculty, administrators, or the northeast Indiana community for the Fort Wayne campus affiliating with only IU or with Purdue. Thus, the group was left with the third alternative, continuing the affiliation with both IU and Purdue. The report did note some improvement underway in the dual reporting issue: "In July, 1988, the universities adopted a new IPFW Management Agreement which continues the single reporting requirement (the IPFW Chancellor reporting directly to Purdue)."²³

An important area identified for improvement in the Fort Wayne Future report was the function of the IPFW Community Advisory Council, [the "CAC"]. The CAC, currently with a maximum of 15 members serves as an advisory body to the Chancellor of IPFW in providing resources and advocating on behalf of the university, [per its current by-laws]. However, the Fort Wayne Future report recommended that the Community Advisory Council be the primary liaison between IPFW and the community. It advocated for a role for the Council in helping to set the vision and strategy for IPFW in meeting the educational needs of the region's workforce and population. It also stated that the Council must represent the diversity of the community's interests and further generate community support back to IPFW. The report placed the responsibility for increasing the importance, scope and effectiveness of the Council's role on the Chancellor's office.

²⁰ A Challenge for Excellence; p. 22-23.

²¹ A Challenge for Excellence; p. 23.

²² A Challenge for Excellence; p. 23-24.

²³ A Challenge for Excellence; p. 26-27.

During the preparation of both the Fort Wayne Future study and the University faculty report, considerable dialog on the governance issue took place within the community and was expressed in media. A May 1987 Fort Wayne News Sentinel editorial raised the issue of adequate funding for IPFW:

“We have often expressed concern that IU-Purdue Fort Wayne will forever be a poor stepchild of its parent campuses. That concern was validated this week in a comparison of operating appropriations per student. IPFW, clearly one of the stronger regional campuses in the regional system, rated an appropriation of only \$2,899 per student this year, about average among the eight campuses. The richest, IU Northwest in Gary, received \$3,513 per student.”²⁴

That editorial was followed a month later by this one from the paper’s Executive Editor:

“So independence would be unlikely to work and for the same reason is unlikely to occur. Then why does the notion keep appearing in public conversation? Because IPFW is the object of cavalier treatment by the parent schools, and figures on and off campus are sick of it. ... The larger community’s anxiety about its school is not an idle or passing thing. And the record shows quite clearly it is not the creation of IPFW’s new and able chancellor, Thomas Wallace, who has at times been scapegoated for it by fretful officials in Bloomington and West Lafayette. The problem is, quite simply, that the campus gets short shrift in funding and programming, and a widening circle of onlookers can see it. ... None of this friction is necessary, in the end. While IPFW’s aspirations are high, they offer no threat whatsoever to the vigor or the mission of the main campuses. Quite otherwise, the school IPFW wants to become would be a valuable complement to its two fine parent institutions. The parents could make all the independence talk go away quickly if they would evince a common-sense understanding of this.”²⁵

IPFW Faculty Senate’s Ad Hoc Committee

The IPFW Faculty Senate’s Ad Hoc Committee spent two years studying the issue of the relationships with IU and Purdue. It was charged with seeking information from a wide range of sources inside and outside the universities. Its final report was released in April, 1989 and was endorsed by the IPFW full Faculty Senate the following month. It was forwarded to the presidents and boards of trustees of Indiana University and Purdue University. The Ad Committee’s report found the IPFW faculty remained divided on the issue of independence, but recognized that there were significant issues of funding and the relationship to the state’s other public universities.

The Ad Hoc Committee report, reflecting the faculty’s expressed desire for significant changes even within extant framework of the “shared two schools programs” and Purdue’s governance, recommended the following:

1. Increased local responsibility for fiscal and academic record-keeping and reporting.
2. Increased local responsibility for academic and fiscal planning and decision-making.
3. Clarified faculty prerogatives and governance responsibilities.
4. Faculty representation to the Boards of Trustees of Indiana University and Purdue University.
5. Academic autonomy of graduate programs or increased participation of IPFW faculty in graduate programs at PUWL and IUB.
6. Stronger differentiation of IPFW alumni from Indiana University and Purdue University alumni, particularly in regard to development activities.
7. Stronger differentiation of IPFW from IUB and PUWL to allow IPFW to be treated as an

²⁴ “Let’s push for IPFW”; Fort Wayne News Sentinel editorial; May 20, 1987.

²⁵ “IPFW can’t go it alone, but the notion isn’t idle”; editorial by Fort Wayne News Sentinel Executive Editor Stewart Spenser; June 13, 1987



independent entity for grants and other funding activities.

8. A defined role for IPFW in interacting with regional and other state legislators.
9. A method of statistical reporting by Indiana University and Purdue University that gives an accurate portrait of the campus.
10. Increased communication among all campuses of Indiana University and Purdue University with regard to curricular and program development.
11. Massive effort to bring IPFW salaries and research support up to the level of IUB and PUWL salaries and research support.
12. Increased visibility of IPFW faculty in the cultural, business and political life of northeastern Indiana.
13. A program regularly reviewing the relationships between IPFW and Indiana University and Purdue University.²⁶

1990 to 2000 – Continued IPFW Development

One issue that had led to the heightened sensitivity in the late 1980s was a period of relative instability in the position of the IPFW Chancellor. This changed when Chancellor Michael Wartell served in that capacity for eighteen years, from 1994 to 2012. The Management Agreement between IU and Purdue was renewed for a series of five year periods between 1988 and 2013. While the IPFW Faculty Senate made suggestions for modifications to this Agreement in 1993 and 1997, there appeared to be little attention given by the two main campus signatories to these suggested revisions.

During this period, IPFW did take progressive steps to re-brand itself as a distinct institution rather than as a regional campus of two main universities. Phrases such as “One University. Two great names.” typified this branding initiative and the underlying concept that IPFW was more than a “regional” branch campus. The development of on-campus housing at Waterfield Commons beginning in 2004 added to perception that IPFW had evolved to something distinct from the other regional campuses in

²⁶ Report of the Ad Hoc Committee to Review the Relationships between IPFW and Indiana University and Purdue University; April, 1989; pp. 8-9.

²⁷ The IPFW MBA program was first accredited by the AACSB in 1988. It is the only MBA program in northeast Indiana accredited by the AACSB.

the IU and Purdue systems (with the exception of IUPUI). Also indicative of this perception was the formation of an MBA program accredited under the Association to Advance Collegiate Schools of Business²⁷ that was separate and distinct from IU's Kelly School of Business. The development of an MBA program at IPFW had been a major issue discussed in the Fort Wayne Future study in the late 1980s.

The Northeast Indiana Innovation Center, Inc. was formed in December 1999 as a private-public partnership between the City of Ft. Wayne, IPFW, the County of Allen, the Greater Fort Wayne Chamber of Commerce, and local community stakeholders to support start-up companies in the fields of biomedical and diversified technologies. The first phase of the Innovation Center was opened in 2005 on IPFW property northeast of the Waterfield Commons. Unlike the four centers managed by the Purdue Research Park, the Innovation Center is not affiliated with the Purdue Research Park network.²⁸ Its 55-acre campus is an Indiana Certified Technology Park.

1995 to 2001 - The Evolution of Indiana's Community College System

By the late 1990's the State of Indiana with the leadership of the Indiana Commission for Higher Education determined to increase the level of educational attainment within the Indiana workforce. To accomplish that objective, the state developed a plan for a more pronounced hierarchy within and among Indiana's institutions of higher education. Indiana Vocational Technical College was given an expanded role to become the State's community college, and the regional campuses were directed to focus on baccalaureate degree education. These changes were described and memorialized in a document signed by the Indiana Commission for Higher

Education, Indiana University and Purdue University, and titled an Agreement for the Continued Development of the Regional Campuses and IUPUI in 2001.

The stated ultimate goal of the agreement was to have a strong regional campus system and a strong community college system that complemented one another. It discussed issues such as associate degrees, a 10% cap on campus housing, admission requirements, remedial education, and the transferring of credits. The parties to the agreement also committed to the establishment of a "regional campus and IUPUI stability initiative" in which the campuses will be protected from enrollment losses and compensated for enrollment growth as the community college system is implemented across the state.²⁹ Each of these issues would have an impact on the further development of IPFW over next decade.

2000 to 2012 – IPFW, Development of Educational Programs and Mission

In 2011, IPFW received the Community Engagement classification from the Carnegie Foundation for the Advancement of Teaching. The Foundation describes the Community Engagement classification as collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. IPFW is one of 311 colleges and universities nationwide to have received this classification.³⁰ Purdue North Central is the only other "regional campus" in Indiana that has the Community Engagement classification.³¹

The Carnegie Foundation also classifies IPFW as a "comprehensive post-baccalaurate" institution for graduate instructional programs. It is the only regional campus

²⁸ The Purdue Research Park network of technology-based business incubators is designed to create a dynamic entrepreneurial business environment, to attract high-technology companies and to launch new startups. The Purdue Research Park is owned by the Purdue Research Foundation.

²⁹ The Agreement for Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI can be found at: http://www.in.gov/che/files/Regional_Campus_Agreement.pdf

³⁰ "IPFW Receives Carnegie Foundation Community Engagement Classification"; IPFW news release; January 5, 2011.

³¹ The list of Carnegie Community Engagement classification institutions can be found at http://classifications.carnegiefoundation.org/downloads/community_eng/2006_2008_2010_CE_Institutions.pdf

in Indiana to have this classification. The other regional campuses (IUPUI is considered a “metropolitan” campus by the Indiana Commission for Higher Education) being classified as having a more limited range of graduate programs. IPFW’s basic Carnegie classification is as a “Master’s Large Program”, a general classification it shares with Purdue Calumet and IU Southeast. The IU South Bend and IU Northwest share a basic classification of “Masters Medium Program”.³²

2012 Legislation - IPFW Governance Issues Resurface

At the onset of the 2012 session of the Indiana General Assembly, several Northeast Indiana senators introduced Senate Concurrent Resolution 19 calling for the establishment of an interim study committee to review the current oversight structure applicable to IPFW and to make recommendations for any changes in the current structure that the committee determines should be considered. The resolution passed both houses of the Assembly but the Legislative Council did not assign an interim study committee to the topic after the 2012 session.

While no formal interim study was created, the General Assembly’s Select Committee on Education did meet in September of 2012 with a part of its agenda including a discussion of IPFW Governance. Among the speakers at the meeting, Andrew Downs, presiding officer of the IPFW Faculty Senate, addressed the Committee and offered the following:

***Critiques:** “(1) an added layer of bureaucracy that slows down degree approval; (2) a lack of attention from the Purdue Board of Trustees that can lead to inadequate resources; (3) a lack of access to the Purdue President by faculty leaders; (4) a lack of recognition of the IU faculty at the IPFW campus; (5) a lack of inclusion of IPFW in the planning of university or system-wide policies; and (6) the*

assignment of some policy making to the Purdue Faculty Senate, in which regional campuses do not have proportional representation.”³³

***Suggestions for improvement:** “(1) allow IPFW to deal directly with the Indiana Commission on Higher Education to streamline degree approval; (2) allow the IPFW Chancellor to speak directly with the Purdue Board of Trustees; (3) recognize faculty leaders on regional campuses as a part of the Purdue faculty leaders; (4) include IU faculty at IPFW when input is sought from faculty; (5) allow IU faculty at IPFW to have access to Purdue resources; (6) let IPFW select the individuals who will represent IPFW on system-wide committees; and (7) formalize a process for regional campuses to opt out of system-wide administrative tasks and systems.”³⁴*

Senators Jim Banks and Dennis Kruse came back to the issue of studying IPFW governance during the following legislative session, with the introduction of Senate Bill 98. The bill, as passed, directed the creation of an interim committee to study the governance issues at IPFW. It provided that a study committee made up of representatives of the Commission for Higher Education, representatives of Indiana University, Purdue University, and regional campuses, and eight legislators shall perform: (1) a study of regional campus governance and operations; and (2) an analysis of the Indiana University - Purdue University Fort Wayne campus. The legislation required that the committee report the results to the Legislative Council not later than November 30, 2013.

Interim Study Committee Deliberations - Summer and Fall of 2013

The Legislative Council did implement Senate Enrolled Act 98 by creating the Regional Campuses Study Committee. The committee included four voting members from the House of Representatives, four voting

³² A description of the Carnegie classification system can be found at <http://classifications.carnegiefoundation.org/> and the classification of specific campuses can be found at http://classifications.carnegiefoundation.org/lookup_listings/institution.php

³³ Minutes of the September 4, 2012 meeting of the Indiana General Assembly Select Committee on Education, p 2-3.

³⁴ Minutes of the September 4, 2012 meeting of the Indiana General Assembly Select Committee on Education; pp. 2-3.

members from the Senate and fifteen lay, non-voting members. Senator Dennis Kruse, chair of the Senate Committee on Education and Career Development, and Representative Robert Behning, chair of the House Committee on Education, co-chaired the Regional Campuses Study Committee. It was charged with three tasks:

1. Study the governance and operation of regional campuses.
2. Perform an analysis of the Indiana University-Purdue University Fort Wayne campus, focusing on the campus's management, growth, needs, and future plans.
3. Report the results of the study and analysis to the General Assembly.

The Committee held three meetings and accepted testimony from the Indiana Commission for Higher Education, Indiana University, Purdue University, IUPUI and IPFW.

IPFW Testimony:

Both IPFW Chancellor Vicky Carwein and Vice Chancellor Steve Sarratore provided testimony. Their comments stressed the following points:

1. There are advantages to both students and faculty arising from the fact that both Purdue and IU provide courses and degrees at the campus.
2. Consistency in academic and administrative policies is necessary for efficient and effective administration of the campus.
3. More frequent and effective communication between IPFW and PU Main Campus is necessary on matters of policy.
4. Where possible, more direct communication between IPFW and the ICHE would make for an easing of the degree and program oversight and administration.

5. IPFW should be classified as a “metropolitan campus” in the same manner as IUPUI.
6. The ICHE should be directed to work with all of the campuses to produce a more equitable allocation of funds, particularly with regard to the regionals.

Testimony from IU and Purdue centered on each system's overall governance structure for its regional campuses. Indiana University created its “Blueprint for Student Attainment”, [the “Blueprint”], in a collaborative process beginning in 2010. This structure provides for direct oversight of the regional campuses in the IU system via each regional campus Chancellor reporting to IU Executive Vice President John Applegate who reports to the IU System President, Michael McRobbie. The Blueprint also encourages the regional campuses to be innovative in responding to the student, community, workforce and environmental needs with each campus region. Further the Blueprint views the IU regional campuses as individual parts of an educational delivery system, which can and should work together for efficiency and effective student achievement. Campuses are incentivized to look to resources at other regional institutions in order to collaboratively provide for student programs.

Dr. Audeen Fentiman presented the Purdue draft “System Plan” which discusses how Purdue views and structures its oversight of its various campus sites. The System Plan includes the West Lafayette, Purdue Calumet, Purdue North Central, IPFW and two schools located at IUPUI within one large organic structure. Campuses are encouraged to work together when appropriate and to solve problems individually when possible. Each of the regional campus chancellors reports to the Purdue President, who also serves as President or head of the Main Campus.

There was also testimony from several representatives of the northeast Indiana business community. In response to Committee questions about the possibility of IPFW becoming an independent campus, Mr. Mark Becker, President of Greater Fort Wayne Inc. stated that “it is not a matter of becoming an independent entity but more so

leveraging the strengths of the flagship campuses in more creative ways to allow the northeast Indiana region to grow and prosper.”³⁵

The ICHE participated in the study committee’s work and as a response made amendments to its “Policy on Regional Campus Roles and Missions.” The key modifications to the policy included:

1. The campus housing limitation was softened with some language allowing exception to the 10% of enrollment rule;
2. Added an encouragement to regional campuses to offer delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges;
3. Added language to consider approval of a regional campus to serve as the site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program;
4. Added language on meeting the needs of the economy to include encouragement to expand efforts to partner with local employers to provide college-to-work pathways and to accelerate options that award college credit to students for prior learning and demonstrated work experience;
5. Added language in a section on finance which encourages regional campuses to “actively pursue policies that improve metric outcomes (on the state’s performance funding portion of the funding formula) to earn a larger appropriation. Commissioner Lubbers noted that the higher education funding formula has been modified to incorporate successful completion of a degree rather than graduation within four years;
6. Clarified that section on research at regional campuses noting that all research is protected by academic freedom, but research related to faculty teaching responsibilities and local need is of special significance to regional campuses (this matter was modified at the Commission’s December 12, 2013 meeting).³⁶

One could reasonably draw from Commissioner Lubber’s comments that the Commission had heard the concerns that had been raised at the legislative hearings and Interim Study Committee meetings and felt that they had responded appropriately with the modifications to its policies on regional campuses.

Clearly many of the current issues surrounding the governance of IPFW are not new topics. Indeed, as this history demonstrates, debates over the desire for autonomy versus the benefits of affiliation with Purdue and Indiana universities; the complications of and the advantages accrued from the dual main campus relationships; and the pursuit of a greater level of state appropriation support have been discussed since the creation of IPFW fifty years ago. We have also witnessed an amazing evolution at IPFW over this period – in academic mission; in the development of its physical facilities; and the growth in student enrollment. Perhaps some of the issues will never be fully resolved, but understanding where we have been creates the solid foundation for discussing how to move forward.

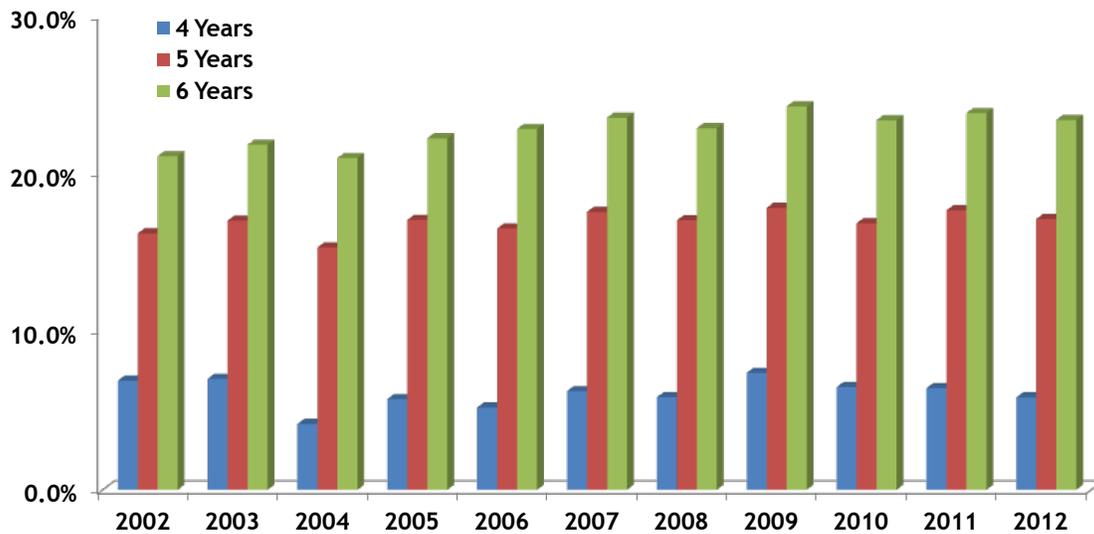
³⁵ Minutes of the August 1, 2013 meeting of the Regional Campuses Study Committee.

³⁶ Based on a comparison of the June 11, 2010 Policy on Regional Campus Roles and Mission and the version adopted by the Commission on October 10, 2013 and revised on December 12, 2013.

B Appendix B: Research and Data Findings

Graduation Rates Across all Regional Campuses

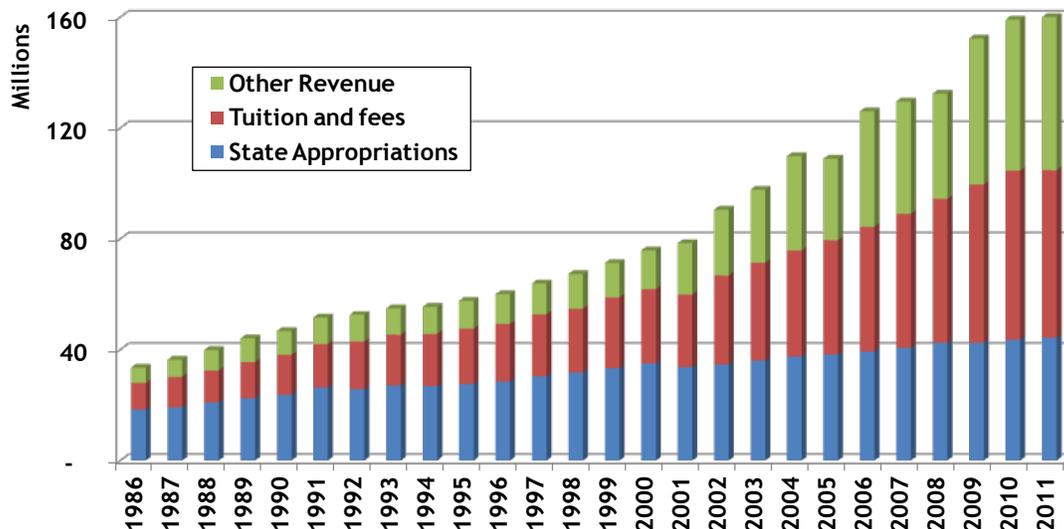
Source: IPEDS



Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort); the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission.

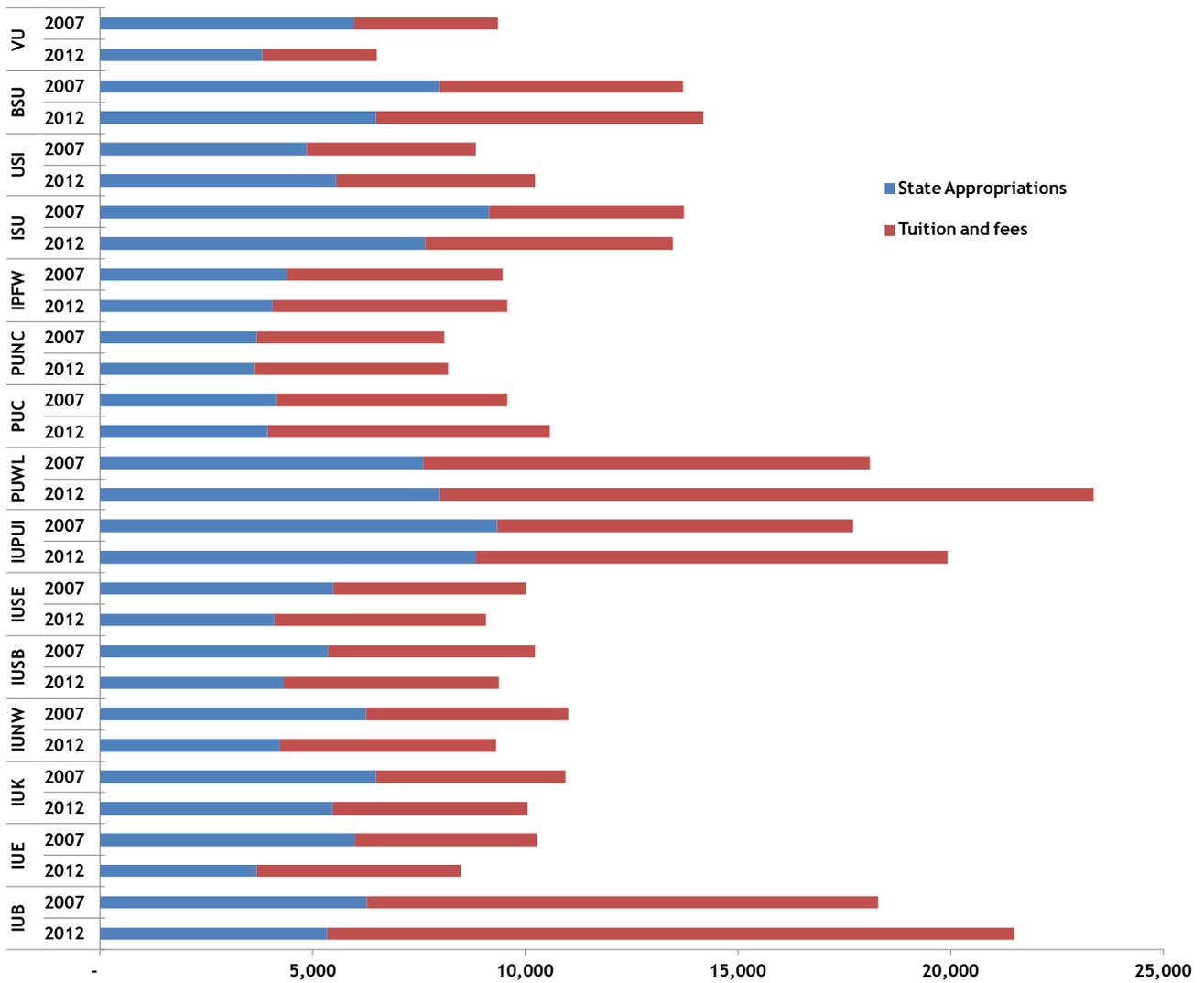
IPFW Total Revenue by Source

Source: IPEDS



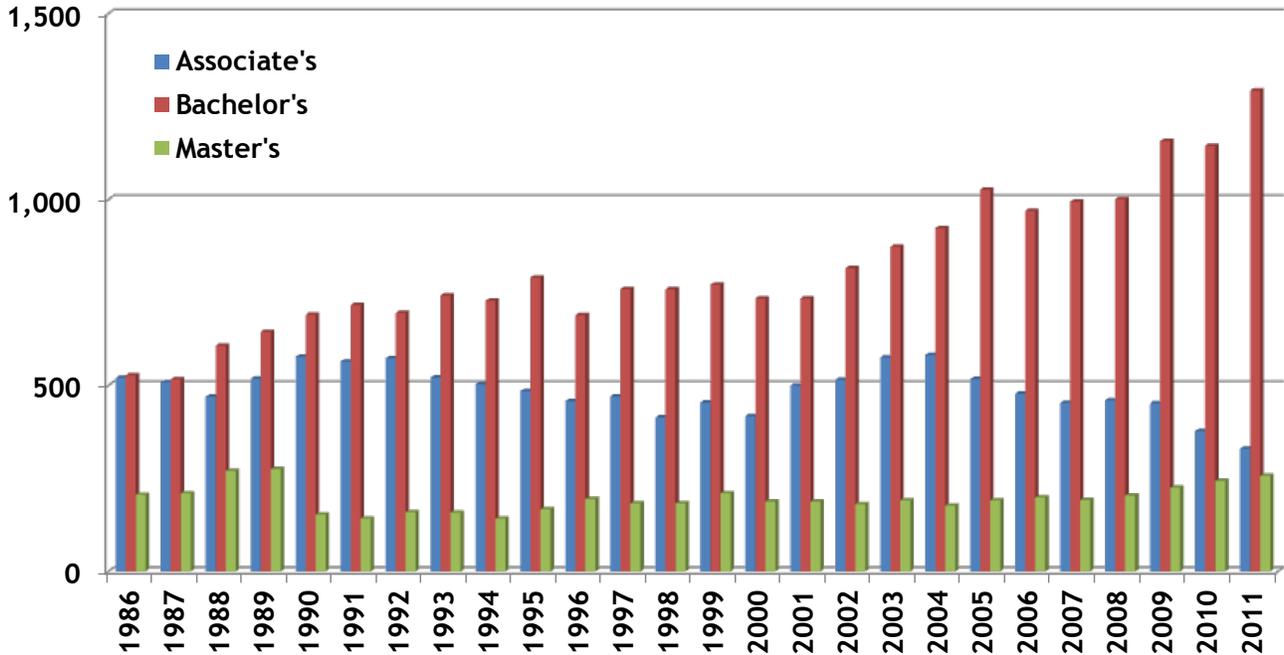
Revenues per FTE for Selected Public Campuses

Source: IPEDS

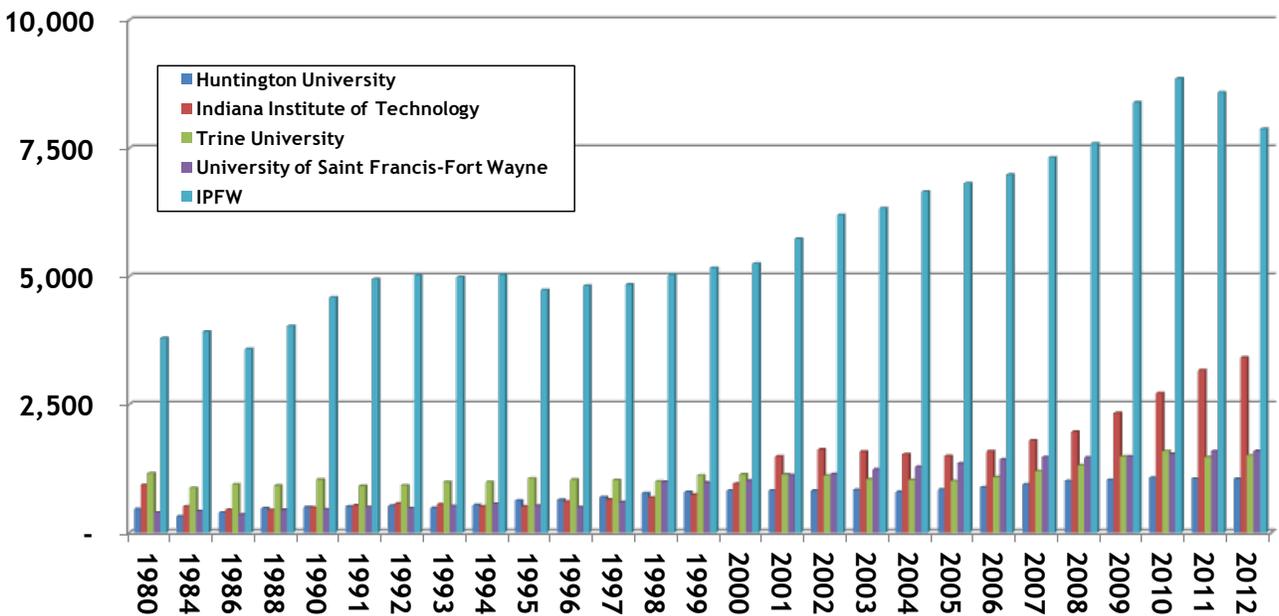


IUPUI receives significant funds for operation of the medical center. The breakdown of these funds is not available in the IPEDS data. As a result funding dollars per FTE for IUPUI from IPEDS data are significantly higher than those for the regional campuses.

Degrees Awarded by IPFW
Source: IPEDS

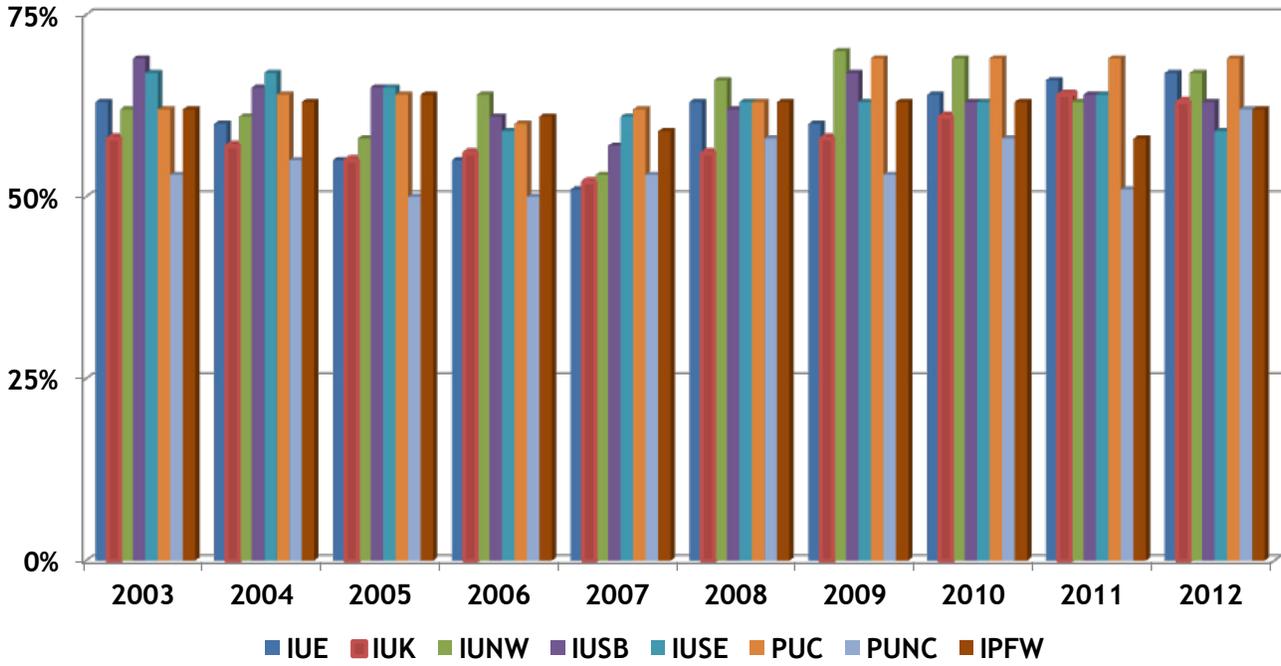


Full Time Undergraduate Students at Local Private Universities vs. IPFW
Source: IPEDS



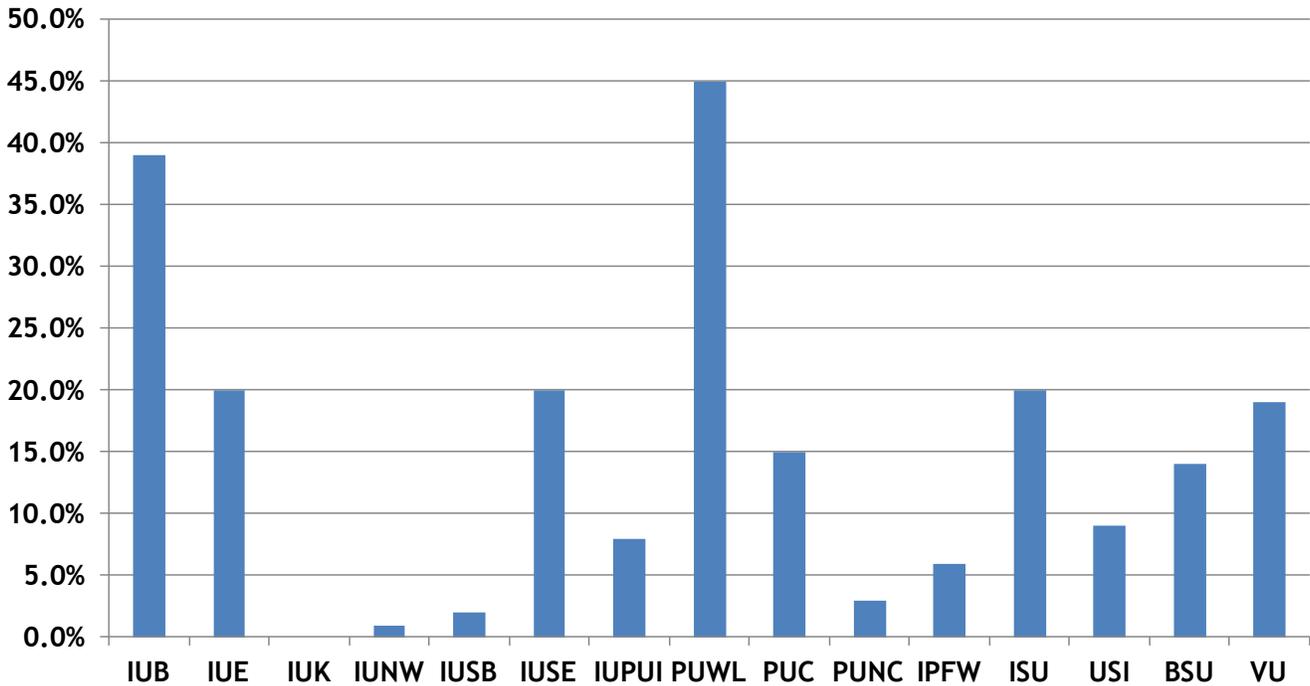
Retention Rate of Regional Campuses

Source: IPEDS



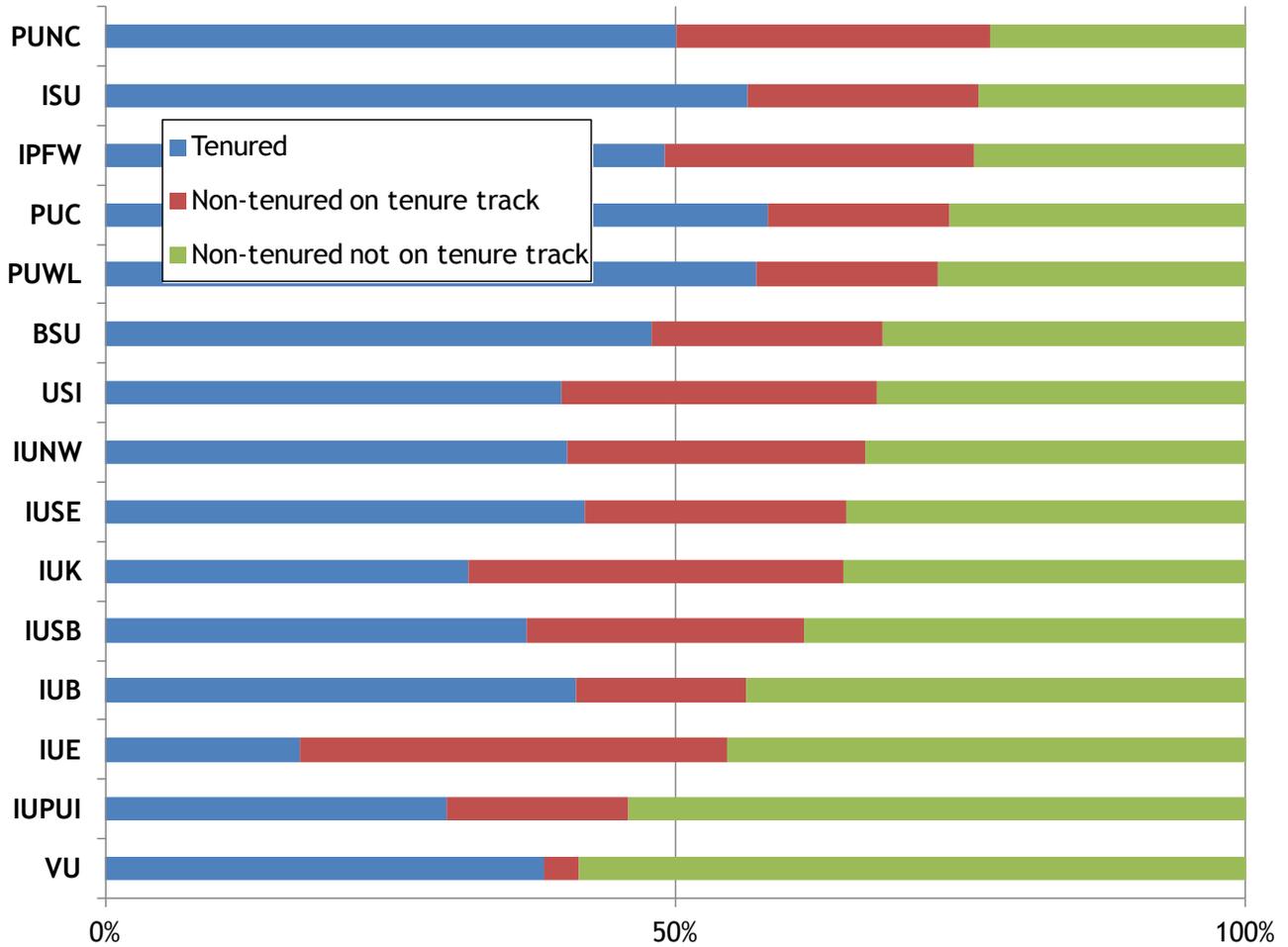
Percentage of Non In-State Resident Students at Selected Campuses

Source: IPEDS



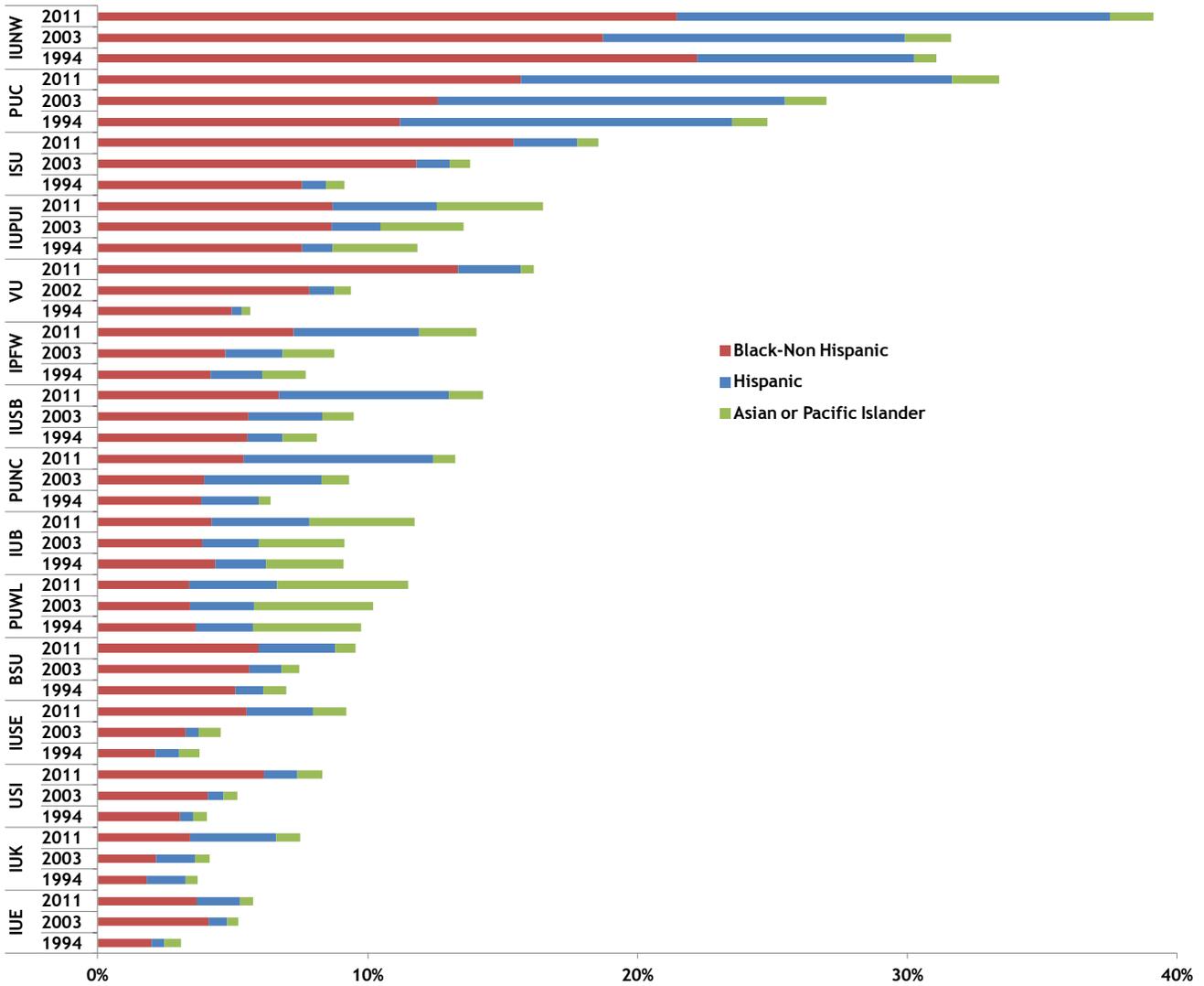
Distribution of Faculty Tenure for Selected Campuses

Source: IPEDS



The campuses in the above chart are ranked by the percentage of faculty in tenured or tenure-track positions in 2011.

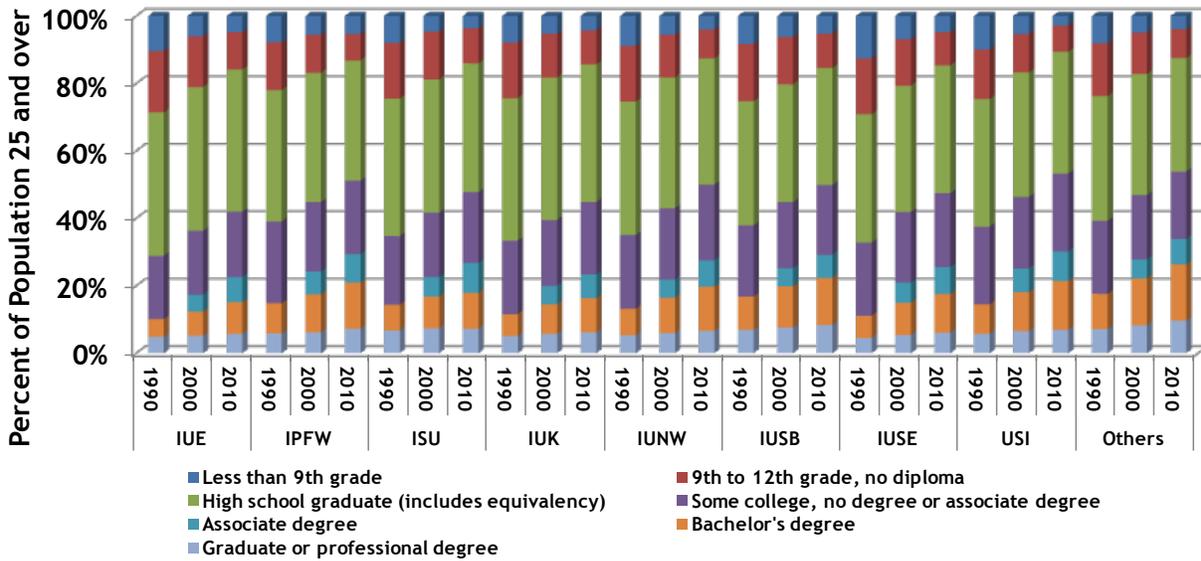
Percentage Enrollment by Minorities at Selected Indiana Campuses Source: IPEDS



Ranked by total minority percentage of enrollment in 2011.

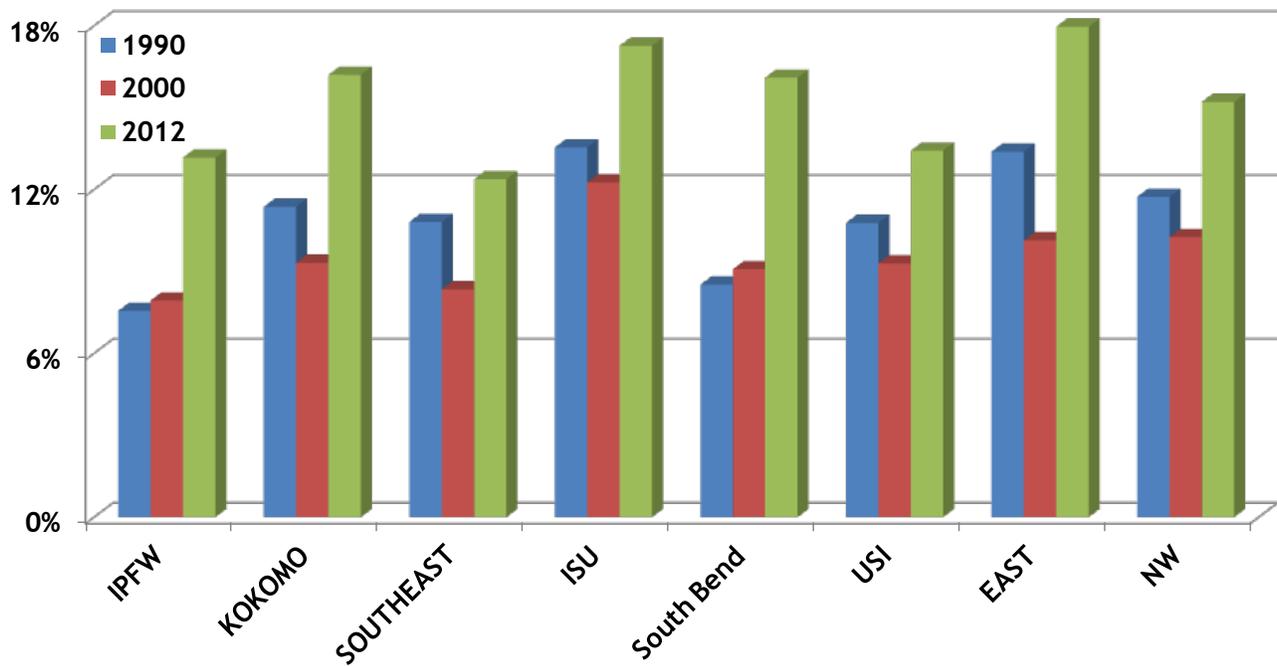
Educational Attainment of the Regional Campus Catchment Areas

Source: U.S. Census



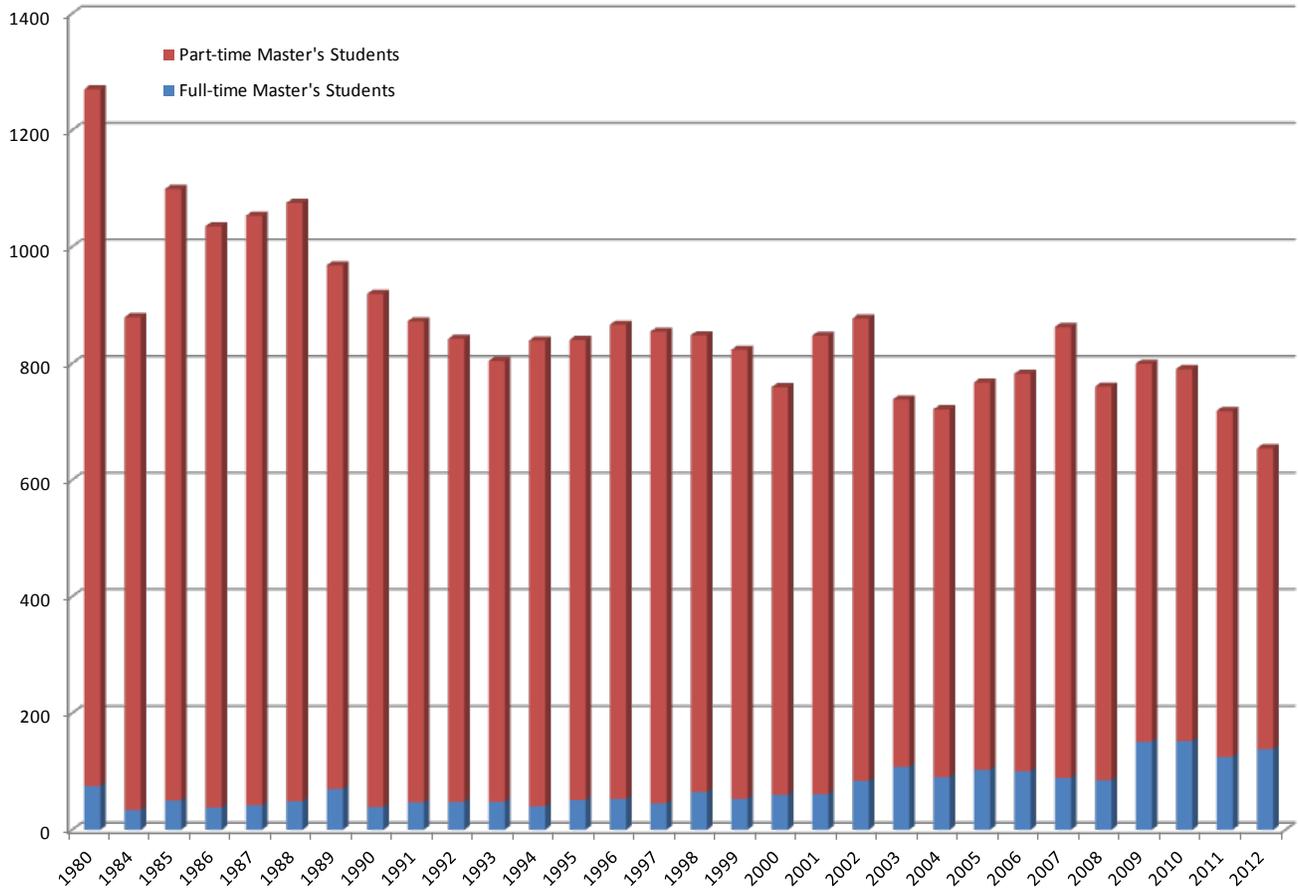
Poverty Rates for Regional Campus Catchment Areas

Source: U.S. Census



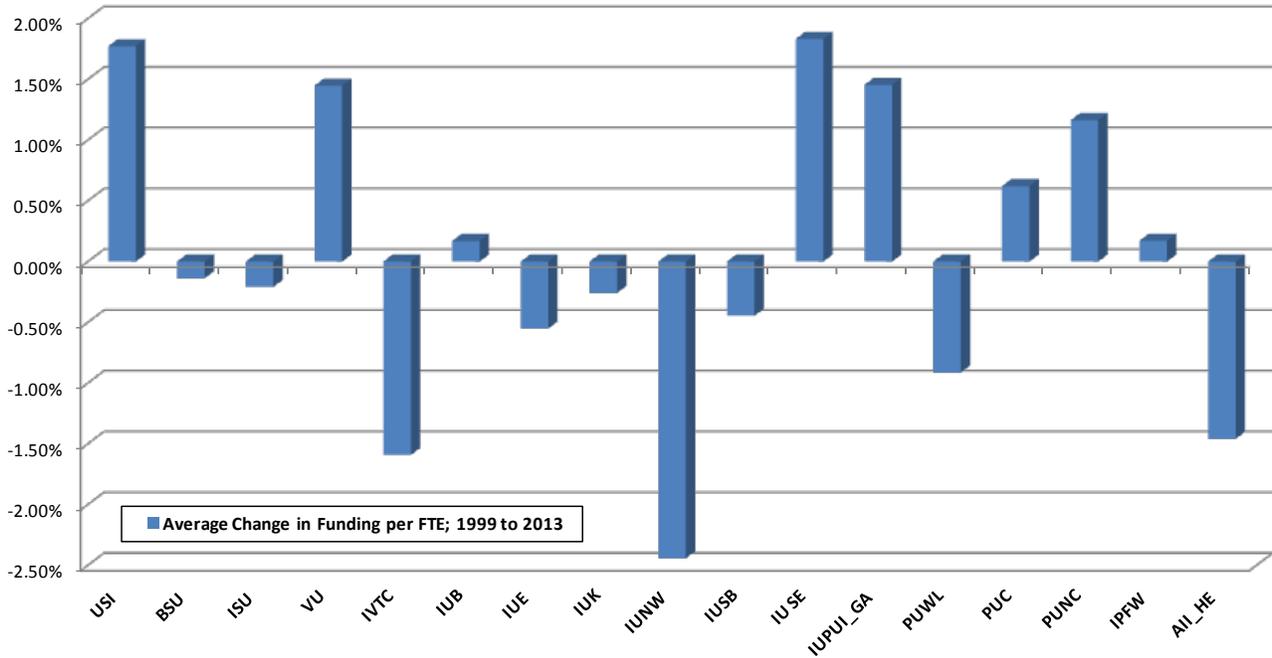
IPFW Masters Students: Full and Part Time

Source: IPEDS



All State of IN Campuses: Avg. Change in Funding per FTE; 1999-2013

Source: ICHE



C Appendix C: Policy on Regional Campus Roles and Missions



INDIANA *for* COMMISSION
HIGHER EDUCATION

Policy on Regional Campus Roles and Missions

December 12, 2013

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity.¹ This version of the document has been updated to reflect changes in Indiana's system of higher education and enhanced inter-campus collaboration opportunities, especially those allowed by technology.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Calumet*
- *Indiana University-Purdue University-Ft. Wayne*
- *Purdue University-North Central*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses are playing an increasingly important role serving Hoosiers with high quality, low-cost baccalaureate degree programs and limited graduate programs, filling a vital niche in Indiana's system of higher education. Research and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

- 1) **Profile:** Indiana's eight Regional Campuses serve both recent high school graduates and adults. While a portion of the Regional Campus student population enrolls on a part-time basis, full-time enrollment is growing and now represents nearly two-thirds of the student population. A majority

¹ This includes *Reaching Higher: Strategic Directions for Indiana* (2007), *Reaching Higher: Strategic Initiatives for Higher Education in Indiana* (2008), and *Reaching Higher Achieving More: A Success Agenda for Higher Education in Indiana* (2012).

of students attending Regional Campuses are either first-generation, low-income students or students balancing their education with work and family. Regional Campuses should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and regional campuses can 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.

- 2) **Educational Responsibility:** The primary educational responsibility of Regional Campuses is baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis if a clear workforce need exists and it has been determined that the program cannot be offered at the community colleges. Regional Campuses facilitate seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.
- 3) **Graduate Programs:** Regional Campuses may offer select masters programs to meet state and regional needs. Under 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.
- 4) **Primary Geographic Responsibility:**
 - a. Indiana University-East – East Central Indiana/Western Ohio
 - b. Indiana University-Kokomo – Central/North Central Indiana
 - c. Indiana University-Northwest – Northwest Indiana/Greater Chicago Area
 - d. Indiana University-South Bend – North Central Indiana/Southern Michigan
 - e. Indiana University-Southeast – Southeast Indiana/Greater Louisville (KY) Area
 - f. Purdue University-Calumet – Northwest Indiana/Greater Chicago Area
 - g. Indiana University-Purdue University-Ft. Wayne – Northeast Indiana/Greater Ft. Wayne Area/Northwest Ohio
 - h. Purdue University-North Central – North Central Indiana/Lower Michigan
- 5) **Governance:** The eight Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and three are Regional Campuses of Purdue University. Indiana University-Purdue University-Ft. Wayne combines academic units from both Indiana University and Purdue University, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, in collaboration with central university administration located at those institutions' Main Campuses, determine the utilization of resources at the Regional Campuses. Chancellors appointed by institutional Presidents and Trustees manage the Campuses. The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses in coordination with the Regional Campus administration and that are aligned to the Commission's strategic plan. These measures should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement
- 6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain

academic programs. Beginning in 2011, recent high school graduates are required to have a Core 40 high school diploma for admission to a Regional Campus.

- 7) **Developmental/Remedial Education:** Regional Campuses are encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. A Regional Campus may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at the Regional Campus. Regional Campuses should not offer classroom-based, stand-alone remediation (coursework that does not count toward any degree), which is the responsibility of the community colleges.
- 8) **Student Residences:** To promote affordability and reduce campus costs, Regional Campuses should limit on-campus residence to 10% of enrollment unless on-campus housing can be provided at a lower cost than off-campus housing without adding financial liability to the institution or the State.
- 9) **Finance:** The Indiana General Assembly provides direct appropriations to each Regional Campus based on recommendations from the Commission that are developed in consultation with the Main Campuses. One component of the appropriation is the State's performance funding formula, which offers Regional Campuses more direct control over their appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. Regional Campuses should actively pursue policies that improve metric outcomes to earn a larger appropriation.

Expectations of Regional Campuses within Indiana's System of Higher Education:

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Regional Campuses should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.
- **Affordability:** Institutions and their Regional Campuses should place affordability at the forefront of decisions around resource allocation.
- **Synergy with Indiana's Community Colleges:** The success of Regional Campuses will depend on collaborative work with the community colleges. Successful collaborations will have the following characteristics:
 - Community colleges are delivering all stand-alone remediation, though collaboration with a Regional Campus could be used to deliver remediation concurrent with credit-bearing courses taken at the Regional Campus.
 - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by the community college in that region.
 - Regional Campuses have transfer scholarships in place and available for community college students and/or graduates, and seamless transfer opportunities through the Statewide General Education Core and Single Articulation Pathways, as well as passport programs and referral opportunities. The Regional Campus and community colleges should develop and provide common messaging regarding transfer policies with a level of detail that enables students to accurately predict which courses will transfer and in what way.

- Community colleges and Regional Campuses should better differentiate institutional missions, integrate services, improve completion, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
 - Regional Campuses must work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
 - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
 - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.
 - Regional Campuses should expand efforts to partner with local employers to provide college-to-work pathways.
 - Regional Campuses should accelerate options that award college credit to students for prior learning and demonstrated work experience.

D Appendix D: IPFW Management Agreement

AAC 05/09/13
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AMENDED MANAGEMENT AND ACADEMIC MISSION AGREEMENT
 INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

THIS AMENDED **AND RESTATED** MANAGEMENT AND ACADEMIC MISSION AGREEMENT (the “Agreement”) dated as of July 1, 2013, extends for one year and **amends and restates** that certain Management and Academic Mission Agreement originally entered into effective July 1, 2008 (the “**Prior Agreement**”), between THE TRUSTEES OF INDIANA UNIVERSITY (Indiana) and THE TRUSTEES OF PURDUE UNIVERSITY (Purdue) to provide for the management, operation and academic mission of Indiana University-Purdue University Fort Wayne. **As amended and restated, this Agreement supersedes the Prior Agreement.**

1. Effective Date. On and after July 1, 2013, (effective date) the campus of Indiana University and Purdue University in Allen County, Indiana and its regional sites (IPFW) shall be managed as provided in this Agreement. This Agreement becomes effective immediately upon approval of the Trustees of Purdue University and Indiana University, and ends on June 30, 2014, unless terminated mutually by Indiana and Purdue before that date.
2. Responsible Corporation. Purdue is hereby designated as the responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University and do all things necessary and proper for that purpose. In the management and operation of IPFW, Purdue shall act in its own name and shall not act or be deemed to act as the agent of Indiana University; Purdue hereby indemnifies and agrees to hold harmless Indiana University against any cost, expense, loss, damage or liability whatsoever on account of any undertaking, act or omission on the part of Purdue with respect to the management and operation of IPFW under this Agreement (excepting therefrom those acts or omissions on the part of Indiana University pertaining to its responsibilities under this Agreement).

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3. Assignment of Academic Missions. Indiana University and Purdue University shall be assigned specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees. The current assignment of missions is as follows:

A. Indiana University has been assigned the following academic mission areas:

- (1) Allied Health Sciences
- (2) Business
- (3) Dental Education
- (4) Economics
- (5) Education, including Health, Physical Education and Recreation*
- (6) English and related disciplines
- (7) Fine Arts
- (8) General Studies
- (9) Geosciences
- (10) History
- (11) Informatics
- (12) International Language and Culture Studies
- (13) Labor Studies
- (14) Liberal Studies
- (15) Library and Information Sciences
- (16) Radiography
- (17) Music
- (18) Political Science
- (19) Public Policy
- (20) Sociology and Anthropology
- (21) Women's Studies

**Purdue University has curriculum authority over all secondary education programs offering majors in disciplines of their mission assignments. Indiana University acts in a service capacity*

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in these areas where Purdue has the mission. With regard to minor areas, the teacher certification endorsements will be under the control of that University which awards the degree.

B. Purdue University has been assigned the following academic mission areas:

- (1) Agriculture and related disciplines
- (2) Audiology and Speech Sciences
- (3) Biology and related disciplines
- (4) Chemistry
- (5) Communication
- (6) Computer Science
- (7) Consumer and Family Sciences
- (8) Engineering
- (9) Engineering Technologies
- (10) Hospitality Management
- (11) Human Services
- (12) Mathematics (including Statistics)
- (13) Nursing
- (14) Organizational Leadership and Supervision
- (15) Philosophy
- (16) Physics
- (17) Psychology
- (18) Theatre
- (19) Women's Studies

C. Mission Responsibility and Authority. The institution which holds the mission in a particular profession or disciplinary field (1) shall have full control of all curricula in the field, including extensions thereof, (2) shall award all credit and degrees (associate, baccalaureate, professional and/or graduate) in the field, and (3) shall supply all services or support courses in that field required by students pursuing degrees in a different field with the other institution, and (4) shall

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but in the case of a school, college, or division containing missions of both Universities, such an administrative appointment will be approved by the Presidents of both Universities. With the exception of certain professional degrees (e.g. Nursing and Business), Master's and doctoral education programs are system-wide responsibilities of Indiana University and Purdue University. Existing assignments of responsibility for secondary mission areas, including the Library, will continue unchanged.

D. New Departments and Programs. When new departments and programs are created the appropriate Indiana University or Purdue University academic mission area will be proposed by IPFW and approved by either Indiana University or Purdue University, as appropriate. Indiana University or Purdue University will then secure required state approvals.

4. Administration. The Chancellor is the Chief Executive Officer of the Fort Wayne Campus. He/She will be appointed and employed by Purdue University with approval of Indiana University and will report to the Purdue President. All other administrative officers will also be appointed and employed by Purdue University.
5. Faculty. Purdue will appoint and employ all new full-time and part-time faculty members, including those who function in Indiana University mission areas. All faculty functioning in Indiana University mission areas shall hold regular faculty appointments (not adjunct appointments) at Indiana University, and shall hold or earn campus-specific tenure at Indiana University. Academic rank designations and changes therein from time to time, for personnel functioning in Indiana mission areas, shall be specified by Indiana; and for such person, initial salary levels, and subsequent adjustments will be established by Purdue University in consultation with Indiana University. All members of the faculty, regardless of their initial appointment, will continue to earn or have campus-specific tenure. All new appointees will be on the Purdue pay and benefits plan; continuing Indiana University faculty will have the option to select the Purdue program if they so desire.

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6. Students.

A. Admissions and Student Records. All students will be admitted as either Indiana or Purdue students in accordance with the degree program elected by the student and using the standards of Indiana and Purdue. Academic records will be maintained and documentation furnished as required by each institution for the granting of degrees.

B. Fees. Purdue shall establish, charge, and collect all tuition, fees and other charges from students and others using the facilities of IPFW.

C. Student Organizations and Discipline. Purdue shall be responsible for all policies related to student matters. IPFW student rights, responsibilities and standards of conduct will be established by campus administrators in consultation with the student and faculty government organizations and with the IPFW Community Advisory Council and shall be consistent with the principles established by Purdue and Indiana Universities.

D. Student Financial Assistance. Purdue shall manage all student financial assistance policies, including those related to awarding scholarships, grants and loans to students. Funds may be made available for financial aid purposes by both Indiana and Purdue. Purdue shall be responsible for the collection of long-term student loans.

7. Administrative Clerical and Service Personnel. All administrative, clerical and service personnel of IPFW shall be employed by Purdue which shall be solely responsible for such personnel.

8. Vacation and Other Benefits to Indiana Personnel. All Indiana personnel, including faculty, who are subsequently employed by Purdue shall be given credit for past service

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to Indiana whenever such service is a factor in determining salaries, wages and fringe benefits, and all such personnel shall be entitled to all vacation and sick leave earned.

9. Business Operation. From and after the effective date, Purdue will continue to be responsible for all business operations of IPFW. On the effective date, Purdue will continue all responsibility and liability for accounting, purchasing, contracts, fiscal management and control, telephone operations, parking facilities, safety and security, custodial services, building maintenance, building operations and insurance and utility charges for services rendered after the effective date. The foregoing are examples of areas of Purdue responsibility and not limitations. Purdue's role in the business operation of IPFW shall be construed broadly to undertake all things necessary and proper for the benefit of Indiana University and Purdue University.
10. IPFW Senate. The IPFW Senate will be delegated the usual responsibilities of shared governance, including review and recommendation of policies and procedures regarding the curriculum, the academic calendar and other appropriate faculty and student matters.
11. IPFW Community Advisory Council. The IPFW Community Advisory Council will consist of up to fifteen members, serving three-year staggered terms. The Presidents of Indiana and Purdue and the Chancellor will each appoint five members of the Council. One member appointed by each President shall be a Trustee of Indiana or Purdue. Three members shall be alumni of IPFW. The operative needs of the Council shall be provided by the Chancellor's office, including but not limited to, clerical, meeting facility and minor budgeting items. The Council will annually elect its own officers. The Council will meet periodically to perform its responsibilities under this Agreement and advise the Chancellor on matters relevant to IPFW including, but not limited to, campus operations, future development and budget requests to the state.
12. Sponsored Programs. Purdue will administer sponsored programs under the existing policies and procedures. Indirect costs recovered from grants and contracts awarded to the Fort Wayne Campus shall be a part of the operating funds for the Fort Wayne Campus.

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13. Patents and Copyrights. All patents and copyrights resulting from discoveries, inventions and material conceived or prepared prior to July 1, 1993, by Indiana or its personnel shall remain the property of Indiana. All subsequent patents and copyrights related to the activities of IPFW personnel shall be the property of Purdue.

14. University Coordination. The Presidents will continue to consult regularly regarding recommendations made by the Chancellor on all major matters such as, budgets, key personnel appointments, benefit policies, legislative issues, including appropriation requests, major capital improvements and community concerns. The Trustees of Indiana and Purdue, recognizing the need for IPFW to develop unique policies and practices in support of its own mission, ask the Presidents to encourage within the University systems opportunities for flexibility and autonomy and ask the Chancellor to consult regularly with the IPFW Community Advisory Council about such policies and practices.

15. Binding Effect. This Agreement shall be legally binding upon Indiana and Purdue when authorized and approved by the respective Boards of Trustees and executed by duly authorized officers.

Executed _____
 The Trustees of Purdue University

By _____
 Mitchell E. Daniels, Jr.
 President

Attest:

ss: _____
 Janice A. Indrutz
 Corporate Secretary

By _____
 Al V. Diaz
 Executive Vice President
 for Business and Finance and Treasurer

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Executed _____
The Trustees of Indiana University

By _____
Michael A. McRobbie
President

Attest:

ss: _____
Robin R. Gress
Secretary

By _____
MaryFrances McCourt
Treasurer

E Appendix E: Explanation of the Datasets Used in This Report

ICHE, NCES, and IPEDS

This analysis of IPFW's Roles and Governance necessitated drawing together and analyzing data from a number of different sources specifically related to higher education. For Indiana specific data in a few instances, the authors were provided data from the Indiana Commission for Higher Education, data that its staff collects and maintains. However for the majority of the analyses used in the report, the authors used the datasets available from the National Center for Education Statistics website – for higher education – the Integrated Postsecondary Education Data System. The explanations of the purpose and mission of NCES and IPEDS are given below along with the websites' addresses.

NCES

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.

IPEDS Data

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education

Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center.

The completion of all IPEDS surveys is mandatory for institutions that participate in or are applicants for participation in any federal student financial aid program (such as Pell grants and federal student loans) authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094, Section 487(a)(17) and 34 CFR 668.14(b)(19)).

More than 7,500 institutions complete IPEDS surveys each year. These include research universities, state colleges and universities, private religious and liberal arts colleges, for-profit institutions, community and technical colleges, non-degree-granting institutions such as beauty colleges, and others.

To find out if a particular institution reports to IPEDS, go to College Navigator and search by the institution name.

IPEDS collects data on postsecondary education in the United States in seven areas: institutional characteristics, institutional prices, enrollment, student financial aid, degrees and certificates conferred, student persistence and success, and institutional human and fiscal resources.

<http://nces.ed.gov/>

<http://nces.ed.gov/ipeds/>

Graduation Rate Calculations

Graduation rates, where used in this report are calculated using IPEDS data. The graduation rate data charts the progress of a cohort of students that were enrolled in a Fall Term, six years prior to the year of measurement, and were first-time, full-time (at least 12 credit hours) undergraduate students in the initial year. This is the standard measure of graduation rates required by the federal “Student Right-to-Know Act”.

The graduation rates reported in this analysis are calculated at 4, 5, and 6 year intervals using the following data elements and methodologies:

- Student Cohort -- The number of full-time (at least 12 credit hours), first-time students enrolled in an undergraduate program in the Fall Term six years prior to the date of analysis. For example, the student cohort for 2012 graduation rate metrics, first enrolled in the Fall of 2006.
- Student Graduates -- The number of students from the student cohort that graduate with an undergraduate degree within 4, 5, or 6 years, depending on the metric used.
- Graduation Rate -- The number Student Graduates in a given interval (4-, 5-, or 6- years), divided by the total population of the student cohort.

The Student Cohort, and Student Graduates data are provided directly by IPEDS. Policy Analytics computed the graduation rates using this IPEDS dataset.

Woods and Poole Economics, Inc.

The Woods & Poole Economics, Inc. database contains more than 900 economic and demographic variables for every county in the United States for every year from 1970 to 2040. This comprehensive database includes detailed population data by age, sex, and race; employment and earnings by major industry; personal income by source of income; retail sales by kind of business; and data on the number of households, their size, and their income.

All of these variables are projected for each year through 2040. In total, there are over 200 million statistics in the regional database. The regional model that produces the projection component of this database was developed by Woods & Poole. The regional projection methods are revised somewhat year to year to reflect new computational techniques and new sources of regional economic and demographic information. Each year, a new projection is produced based on an updated historical database and revised assumptions.¹

¹ Description of the Woods & Poole Economic model is from the “Technical Description of the Woods & Poole Economics, Inc. 2013 Regional Projections and Database”

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G Appendix G: Author Biographies

William J. Sheldrake, President Policy Analytics, LLC

Bill Sheldrake is the President and founder of Policy Analytics, an Indiana based economic and fiscal policy research firm. Prior to starting Policy Analytics, Bill led the Indiana Fiscal Policy Institute, a non-partisan, independent, governmental research organization. Under his leadership, the IFPI conducted research on human capital shortages in Indiana, examined public pension funds, and assisted in the development of Indiana tax restructuring legislation, among many other projects.

Before serving with IFPI, Bill was on the staff of the Indiana State Budget Agency, for ten years. He was Indiana's chief revenue forecaster, head of tax analysis, and Deputy Budget Director during his service there. Bill is a former member of the National Board of Trustees of the Governmental Research Association and member of the Governmental Accounting Standards Board Advisory Council. He continues to serve on a number of boards both at the local and regional level.

John Stafford Former Director of the Community Research Institute

John Stafford is the recently retired Director of the Community Research Institute at IPFW where he served in that capacity for ten years. He continues to teach classes in public finance in the College of Education and Public Policy at IPFW as a limited-term lecturer. Mr. Stafford is a graduate of Ball State University with a Bachelor of Science degree in urban planning and political science. He received his Masters degree in urban planning from the University of Illinois.

Mr. Stafford previous served the City of Fort Wayne in several capacities, including Chief of Staff, Director of Economic Development, and Director of Strategic Planning. He also served as a planner with Allen and Elkhart counties, as the Vice-President of Government Affairs with the Greater Fort Wayne Chamber of Commerce, and as a consultant with Sagamore Associates. Mr. Stafford was a member of the Indiana Commission to Reform Local Government and served on the Indiana Property Tax Control Board. He has served on numerous boards and commissions in the Fort Wayne community.