

Minutes of the
Special Meeting of the First Senate
Purdue University Fort Wayne
April 15, 2019
12:00 P.M., KT G46

Agenda
(as amended)

1. Call to order
2. Acceptance of the agenda – K. Pollock
3. Committee reports “for information only”
 - a. Academic Computing and Information Technology Advisory Subcommittee (Senate Reference No. 18-44) – T. Bassett
4. Special business of the day
 - a. Purdue University Fort Wayne Draft Strategic Plan (Senate Reference No. 18-43) – J. Malanson
5. Adjournment*

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

Presiding Officer: J. Clegg
Parliamentarian: W. Sirk
Sergeant-at-arms: G. Steffen
Assistant: J. Bacon

Attachments:

“Statement About Status of LMS Review” (SR No. 18-44)
“Purdue University Fort Wayne Draft Strategic Plan” (SR No. 18-43)

Senate Members Present:

J. Badia, T. Bassett, P. Bingi, M. Bookout, M. Cain, D. Chen, D. Cochran, K. Creager, Y. Deng, S. Ding, C. Drummond, C. Elsby, R. Elsenbaumer, K. Fineran, R. Friedman, R. Hile, J. Hill-Lauer, D. Holland, M. Johnson, M. Jordan, D. Kaiser, B. Kim, S. King, C. Lee, A. Livschiz, L. Lolkus, A. Marshall, A. Nasr, Z. Nazarov, H. Odden, B. Redman, P. Reese, G. Schmidt, S. Stevenson, R. Sutter, N. Virtue, K. White, N. Younis, M. Zoghi

Senate Members Absent:

B. Buldt, J. Burg, K. Dehr, B. Dupen, M. Gruys, D. Linn, A. Macklin, L. McAllister, J. Nowak, J. O’Connell, M. Parker, G. Petruska, K. Pollock, R. Rayburn, N. Reimer, A. Ushenko, R. Vandell, D. Wesse

Guests Present:

S. Betz, S. Carr, A. Dircksen, C. Hine, M. Kearl, B. Kingsbury, J. Malanson, S. Skekloff

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.
2. Acceptance of the agenda:
 - A. Nasr moved to accept the agenda.
 - R. Hile moved to amend the agenda to allow a report for information only from ACITAS.

Motion to amend the agenda passed by voice vote.

Agenda approved by voice vote.
3. Committee reports “for information only”:
 - a. Academic Computing and Information Technology Advisory Subcommittee (Senate Reference No. 18-44) – T. Bassett

Senate Reference No. 18-44 (Statement About Status of LMS Review) was presented for information only.
4. Special business of the day:
 - a. Purdue University Fort Wayne Draft Strategic Plan (Senate Reference No. 18-43) – J. Malanson

(Please see attached PowerPoint).

G. Schmidt: I have two different questions, but I think they connect. The first part of the question is that for the strategic plan for objectives we have a lot of numbers, like we are going to increase by 7% per year. Some of these numbers do not sound that big, but once you consider where we are at, that might be a huge number. My question relating to that is, how much did the committee or others look at the feasibility of that? Are our peer institutions doing this? Do we see changes in their rates? Because I think it is definitely a question, and those are nice numbers to have, but who gets in trouble for this? How do we figure it out? Are they really feasible? That is the first question.

The second part is, and you mentioned this a little bit in your discussion, about who we are looking to in embracing diversity and inclusion as aspirational. I think aspirations are good to include, but Ohio State University, for instance, has a \$5.2 billion endowment, according to the people at Wikipedia. It is a research university that has 61,000 students currently. That is not even close to where we are at. University of Michigan has an \$11.9 billion endowment. University of Cincinnati has \$1.36 billion. A lot of these universities have billion dollar endowments, are R1

universities, and have over 40,000 students. I think ideas are cool, but if the idea is to throw some of that money we have, and that is how we have gotten this, then I am not sure how useful those are as places to look at. Ball State is the only one of this list that seems somewhat close to where we are, while the other ones seem very pie in the sky, and those solutions might not be very feasible for us.

J. Malanson: Let me address the second point first. We were really clear on this project that we weren't interested in just looking at universities that were just like us. We are not just looking at places with our budgets and our student makeup to see how they are addressing diversity. Maybe institutions like ours are not doing the best work in those areas. Let's find the institutions that are doing the best work in that area and figure out what their strategies are. Maybe it turns out that their strategy was that they are going to throw lots of money at the problem. Generally speaking, the way teams identified these lists is by looking at national rankings and institutions that have won awards for their accomplishments in those areas. We are trying to think about not just big institutions that say they have diversity and inclusion, but ones that were really recognized for their work in these areas. We are really trying to dig down to look at the things that they have done and their strategies. We are going to figure out how we can adapt those strategies to this place. Obviously, we don't have the budget of an Ohio State. We also don't have 66,000 students that we are trying to deal with. We also don't have 5,000 faculty that we are trying to deal with. So, our budget on a scale wise is going to scale more closely to the size of the university as well. On a scale version, we are not going to have the financial clout of an Ohio State or University of Michigan, but we can still take the good ideas that they are generating and try to adapt and apply them to our current situation at our campus.

On your first question, on the numbers, the first handful of objectives under student success have measures attached to them. None of the rest of the objectives across the plan have similar measures attached to them at this point. The numbers that are included in the student success measures are based off of the work that Irah Modry-Caron, our Director of Institutional Research, has done. Also based off the work that Adam Dircksen, our Director of CELT, has done. These are based on the expertise of the people on that team. One of the big things we are going to do in the fall once we have a prioritized strategic plan is to reconsider our measures. We started developing measures for the rest of the objectives in the plan already even though they are not in this draft, but we just don't have baselines yet. When we think about community engagement, the activities in the community engagement section are about increasing the number of partnerships we have. We don't know how many partnerships we have right now. So, before we can attach a more specific measure to that and say that we should increase it by a certain percentage, we need to have a more complete understanding of what our starting point is. One of things we are going to do in the fall is to try to establish clearer baseline measures for everything that we decided to do, so that we can develop more informed measures to think more carefully about the feasibility regarding the specific point that you raised.

J. Badia: The report is interesting in the sense that there are some strategic activities assessing what we already have, but then there are other areas where things are added, right? I am wondering how we arrived at the understanding of what we already have and whether it is meeting existing needs, while also looking at what needs to be assessed?

J. Malanson: I can't speak in super great detail about the process that each planning team went through. What I will say is that in general members of the planning team spoke directly from their experiences, so different planning teams have different levels of familiarity with what we do have. In situations where there was a proposal to add something it was often based on their own understanding of where we are and where we hope to be. I can't tell you with any level of detail if that is based off of them going through and collecting data on whatever numbers we have, but I will say a lot of that is based on direct research of what we do have. I will say that for any of these strategic activities the first thing that will happen to those once we decide to move forward with them is that we will build action plans. Each action plan will outline the concrete steps that will need to happen to accomplish this strategic activity. Any activity that talks about adding something or developing something, the first action of the action plan will most likely be the assessing of what we actually have. We would not just blindly go in and say to add more things, but would say the concrete process of what we have and what we specifically need to do to enhance our offerings. There is a different balance there between doing a survey and then doing x, y, and z versus just adding things. But, the first step in the process would likely be to use that data to inform what the next process would look like.

N. Virtue: That point leads me to some of the reactions that I had with the strategic plan. I have my own comments about the individual sections, but what I thought I might offer today is certain overarching observations about the draft, and one of them is related to what Janet just said. There seems to be work that needs to be done on unifying the tone, so that if one section seems like the sky is the limit with a wish list but then another section seems like it is unsure about what to do then that could be addressed through the document as a whole.

Another overarching comment that I wanted to make is that there seems to be an overemphasis on more but not better. Backtracking a moment to the unification of tone of the document, another point of that category would be the fact that there only are percentage numbers put in that first category and that sort of raises a little bit of a red flag for me. First of all, why are we already putting in measurements in a strategic plan in one section, but then not in another. Is it appropriate to already discuss measuring and measurements in the strategic plan? If we are going to do that then shouldn't it be in all of those sections? I noticed that under cultural events on campus we see a percentage pop up. However, if we are going to use percentages and target numbers then shouldn't that be unified throughout the document as well? Or should we just scrap them and do that someplace else?

Getting back to my earlier point, for me there is a little too much emphasis on growing and adding more, as opposed to looking up what we already do now and seeing what we can do better. This relates to how teaching is represented. It seems as though innovation and bold thinking terms are often used. There is a lot of emphasis on new technologies, online education, and adding more online courses. Add, add, add, more, more, more. Bigger and bigger, with more numbers. There is not enough emphasis, in my mind, about reflection. Part of what we do here should be to reflect on the history of what we have done in the past and what we have done well. Pedagogies that don't necessarily involve technology, but that are really valuable and have benefited our students, should be looked at.

Just one last thing I wanted to say is that I was disappointed that there isn't more in the document about interdisciplinary opportunities and the importance of a liberal arts education in preparing students for critical thinking. These are things that I think are core to what we do and what I see as core to our strategic direction. Yet, they just seem lacking in the document or not emphasized enough. So, those are just a few things I noticed.

J. Malanson: Let me address a couple of those points. With unifying the tone, it is very clear that four different groups of people put this together. We have already started with the planning teams of trying to create a more unified draft of this that would have more consistent language. When we get the final versions back from the teams next week we will go through a similar process of trying to create more conformity in the tone and voice.

On the measures, I don't know if the single voice version would fully addressed everything you are concerned of, but it will get closer to that. On the measures, we asked the teams to do a lot of work without a great deal of time, so it was most important that teams put forward career objectives and strategic activities. We asked them to attach measures to every objective, in regard to how we are going to assess and achieve this thing. It is actually important that for every plan we have an understanding of how we are going to assess whether or not we achieved anything. For every single strategic activity the teams propose, how we are going to judge whether or not we accomplish this. Chairing many strategic activities and then totaling to what I think was 130 metrics seemed like it would have been a bit much to try to share with the campus. So, we didn't share the metrics, but a lot of thought has gone into the metrics and that is reflected in the draft.

The measures are so specific on student success because we have awesome data on student success. We know what our retention rates are. We know what schools perform better than us. We know what their retention rates are. We know how we need to improve our graduation rates. We know that we know those things, right? It is just a question of what strategies should we employ to achieve those changes. But, as I said before, in the fall we are going to go back and reconsider all of the measures.

M. Cain: I remember last spring we talked about student engagement and having them attend events. One thing that was left hanging from that discussion is the fact that students just don't have time to do a lot of other things. I mean it is not only that they don't have time for cultural events, but they don't have time for any assistance that we offer. So, one thing that I am wondering about for this plan is where is there discussion of asking the students? We offer lots of cultural programming and lots of other kinds of assistance, like the Writing Center and CASA. But, the students don't come out because if you ask them they say that they are working a job or two and they have family commitments. Along with that, they are taking way more credit hours than they probably ought to. Sometimes they are being pressured to take more credit hours than they should. I understand the cultural component is important for the community, but this is students first so we have to prioritize what they need. Are we going to them and finding out what would make the campus work for them, and not just spinning off new programs?

There was a book that came out a few years ago called *My Freshman Year*. It is about an anthropologist that went undercover as a student at her own university. One of the conclusions that she came to is that universities are constantly reinventing themselves with new programs, so students have more offerings but it just fragments what they do rather than bringing them into some common experience. My point is, again, we got to ask the students and we got to find ways to get them to respond with this. Just getting them to respond is hard enough because they are really busy. I just think we need ideas and strategies about how to get a genuine response from them.

J. Malanson: So, if you look at several of the strategic activities especially in the student success sections, 2.1 says to "develop financial aid programs that make attending full-time a financially-viable option." 3.2 states that "starting in Fall 2019, every matriculating degree-seeking student has an assigned academic advisor who creates, by the end of their first term, a personalized four-year plan that includes co-curricular objectives." There are some other ones in here, like 4.1, which talks about cultivating an engaging campus culture.

It is not just do more stuff, it is how we can create some support structures financially that integrates some of this more fully. But, I would also add that, I know you say that students just don't have time. That is true for some students. That is probably true for many students. But, that is not true for all students. We have students who live in housing. We have students that aren't working 40 hours a week. We have students who have the time and who choose not to come for one reason or another. One of the things that we really do need to do as a campus in the fall is have a better conversation about whom our students are and the challenges they face. We are not just relying on antidotes passed from one faculty member to another and from one staff member to another.

M. Cain: But, those are useful in their own ways.

J. Malanson: Oh no. Believe me. I am not undercutting that. Those antidotes are important, but we need to have developed a more nuanced understanding. As our student population is changing, as we are recruiting from farther away, as people are drawn to the Purdue name, we need to be having a new conversation about what our challenges are. Part of it is having the students involved. We need to pursue similar strategies to get staff more involved and faculty more involved. It is not just that students don't go to stuff, it is that no one goes to stuff.

A. Livschiz: Some of the issues that I have were already brought up, but there are a couple of themes of this strategic plan that I want to talk about. I don't want to take away from all of the hard work the people did with working on this together, but as a Soviet historian, the phrase strategic plan, and that we are going to fulfill it in a certain number of years with percentage target goals, makes me a little bit nervous. What happens when we don't fulfill the plan? Are we going to pretend that we did? Is somebody going to be punished for not fulfilling the plan? There seems to be a certain assumption, and maybe this is a reflection of the fact, that each of these sections were done by people with their own interests and some of that may get addressed. I think that for some of these sections they just seem contradictory and they seem...unrealistic doesn't really seem like a good enough word to describe it. We talk about how important it is to have high impact practices, and it is not only mentioned in the strategic plan, but there is a lot of talk about how we should have more large online classes. How do these things mesh together? The idea of a four year plan is fine, but the idea that in the first semester of their freshman year we are going to develop a co-curricular plan for them when most of them have no idea what they are going to be doing. The idea that every student is going to do an internship before they graduate... Does Fort Wayne have enough facilities for us to even do that? Who is going to be running these? I have a little bit of experience in this sort of thing and it is so time consuming. I just don't see how that is possible. We really do need better data about our students, and I know our student body is changing, but I feel like all of our assumptions about retaining students seems to be based on the conclusion that all of the reasons why students are not being retained is under our control. But, I feel like structural poverty and under access to birth control, for example, are two major factors in retention and we certainly don't have any control over those. We could talk about financial aid, but where is all of this money going to come from? Apparently, we also need to include our athletics facilities to raise the status, unless that was sarcastic because of our performance in athletics, and that we should downgrade them because we are not doing as well. It just makes me very nervous to see something so ambitious, but also not necessarily implementable with so much effort going into it. How is this going to all play out for all of us?

One last thing, I think that retention is important, but I was a little disturbed that the retention of faculty, staff, and students were all lumped together into one category. I mean these are three very different problems that need to be addressed in very different ways. The idea that we are going to solve all of this together, they are related, of course, but completely different initiatives are necessary for each of them.

J. Malanson: We have already started talking about our accountability with the plan. If an administrator or a department is responsible for implementing a particular piece of the plan then the accountability would be in the annual reporting process or personal evaluation. We would be holding ourselves accountable. With that being said, if part of the plan isn't achieved in the timeline we set out for ourselves then we will need to step back and ask why that is. Was the strategy wrong? Was the measure wrong? Were we too ambitious? Did we not have enough resources? The goal is not say that we didn't meet everything so let's punish ourselves. The goal is to figure out how to adjust the strategy to make sure we can be more successful.

On retention, the plan is not getting to 100% retention. The plan proposes increasing from where we are. In this case, if you compare Purdue Fort Wayne to similar institutions, our retention rate is significantly lower than similar institutions to us. So, a lot of us talked about that what we need for retention isn't how we become an all-star at retention, it is how do we get to our peers. How do we get to a level that has already been demonstrated by universities that are similar to us in terms of retaining the students?

D. Kaiser: I wasn't going to say anything, but I agree with so much of that. There were some specific things I focused on. I don't like the four year plan thing for advising. I understand we have been pushed to do that. I am a first generation college student and I no idea what I was doing, but I figured it out. If I had an academic plan my first semester it would have had nothing to do with what I actually did. I know we are being pushed to do that, but to me it seems like a colossal waste of our time.

I am also not a huge fan of how we are trying to reinvent teaching all the time. A lot of us teach in different ways, and most of us are probably pretty good at it. I don't know if I need to come up with a whole new way of doing something. Having a 20% change in how we are going to teach our classes just seems nuts to me. I don't believe that 20% of us need to change the way we teach.

R. Sutter: I too wasn't going to say anything until I heard some of what Ann said. Spring boarding off of what Ann said and what Gordon said, I do think that both the terms of some of the issues related and surrounding the retention of our students do have to do with some of the services that a campus such as ours is clearly not offering at the same level of those campuses that are our peer institutions. So, some of the larger campuses, and even Ball State, if Ball State is perhaps slightly a bit more regional. I happen to know having one kid that is there, and one that will be going next year, that they offer far far more than we do. Health care offerings that are on campus play a small role. I have had 2/3 of my upper level students this semester either with mental health challenges or some serious health issue. This is a serious issue that I think all of us as faculty have witnessed, but it is not our issue to deal with. So, I see kind of a disconnect between some of the aspirations, in terms of retention and the services that we offer to our students, and the ability to deliver on those kinds of services.

J. Malanson: I think that the plan does speak to trying to promote the services and increase the services. Your point right now is the exact opposite of the point that Nancy made about the talk on adding and increasing things. The plan is talking about trying to fix some of these issues. It takes resources to be able to achieve it. The goal is trying to address this. Many people say that we don't have enough, especially health support. I will challenge you on one piece of that, which is that you said that it is not our job. We did recently get a sizable grant to increase faculty training for recognizing student mental health concerns and hoping to direct them to the resources that they need, and the administrators of that brand have said very frequently that the response they get from faculty is that it is not our job to do that.

R. Sutter: That is not what I was saying. I see our role as people that can help facilitate students to seek professional help, and professional help is not available. So, that is my point. To facilitate that.

A. Nasr: To echo that, from the academic support side, we have expanded our pool of recruitment, which I am guessing also has to do with lower GPA and lower test scores. Although, I am not sure if it is owing to that. But, yeah, what academic support do we have here? As faculty, we are spending more and more time coaching students on things that really require support that they can't find on the level of the courses that they are teaching. But, that is beside what I wanted to say.

First, I wanted to preface by saying that we owe Jeff a debt of gratitude for all of the work that you have done on this. But, more so for actually opening this up for people and for suggesting that this is only a 70% draft and that it is not finished. I am very much appreciate of that.

We mentioned things about diversity, but I am just wondering with terms like diversity, what does that mean in this report? Because if it is about meeting quotas of ethnicities to become a diverse campus then I think that is problematic. In our case, diversity should be more inclusive and more meaningful. I am picking up where Mary Ann stopped with what our students need. We do have lower income students and first generation students who don't know what they are doing here and need the support they can get. They have many jobs and many concerns other than the classroom. I find myself more often than not, and I am sure many others as well, kind of making leeway and kind of working with students. Which is fine, right? But, we have to acknowledge that this is who we are serving. Which brings me to the point of that we are who we are, right? PFW is northeast Indiana's comprehensive metropolitan public university. So, public, what does that mean? Is that just because we belong to a Purdue mothership or what not? Or is it that we are really serving the public in our region? Because we are started out, when I first joined this campus, we are serving the northeast Indiana region. But, how is it that we are serving? Are we just giving worker bees to the workplaces? Are we really serving our community as making citizens and effective leaders? Will these effective leaders only be those that can attend these cultural things? By that I mean you suggested that there are some who can do these and some that basically yes they do have two jobs and a family. I

think there should be an effort from this campus to acknowledge that there is a discrepancy between our students. How do we leverage things more equitable? Not in terms of that they deserve this and being a charitable institution, but basically this is about the future of our region, our city, our campus. We are serving a very unique population that our peers may not quite be there on. So, I just wanted to bring this to your attention, and how to think about the term diversity, and how we can expand on that, not just in terms of skin shade or gender, but rather also about income and about a multifaceted approach to it. But, also infuse the term public with something that is more meaningful than where we belong or where our money comes from.

J. Malanson: On diversity, if you read the narrative before the first objective, that kind of starts to give a definition of how the plan understands diversity.

A. Nasr: Okay.

J. Malanson: That is broader than skin color or gender. I don't think it fully represents diversity of socio-economic background to the degree that you are talking about, but we are envisioning diversity broader. With that being said, one of the points of feedback that the leadership team shared with this team is that diversity isn't well-conceptualized in the objectives and strategic areas. So, this is something that hopefully that team is going to be thinking about.

In terms of what it means to serve the public, I think if you read the community engagement section under objective two, they define a variety of ways that we serve and interact with the communities that we serve. That gets to more about what you are talking about. I think that, again, some of that stuff could be pulled more thoroughly through the activities themselves in some cases. But, I think that team, especially, is thinking very concretely about not just serving the business community, but serving the broader needs of the public.

B. Kim: I have two comments. Number one is that I appreciate those committee members and faculty that spent time on this report. My comment is more constructive criticism. When we finalize this strategic plan we should consider what resources will be available in the next few years. Otherwise, it may be the kind of great plan that we cannot implement. My main point is that if we have good students then we don't have to worry about retention. But, what is our selling point? Why should students join Purdue Fort Wayne instead of going somewhere else? What is it that makes students come here? So far, I frequently hear that it is a regional campus and a Purdue campus. I also frequently hear that we are cheaper. When I hear all this, my conclusion is that it is because we are teaching oriented. As a teaching oriented university, we may have survived for over 40 years. That might be fine now, but my point is, will it work in 20 years?

J. Malanson: Quickly on the resources piece, part of the reason we are going to prioritize certain things is because we can't pay for 90 different things. Part of that prioritization process will be phasing things across the life of the span of the strategic

plan so that we are not trying to do 20 things at once. We are trying to do 4 or 5 things at once, and trying to be very thoughtful about the resource needs of the small number of things we are doing. But, part of that action planning stage is developing the other resources, and how can we do this well under the resources that we will have.

R. Hile: This is sort of a follow up question that I think can provide more information to Ann about implementation and accountability. Because I am the DPO, I have seen a draft of the summary of the implementation plan. Can you say something about the director of the strategic planning position that will be advertised soon?

J. Malanson: Yeah. To help oversee implementation, we are hiring a faculty member on campus already to be essentially a half time director of strategic planning to oversee the implementation process, to work with the leadership team, to work with the steering committee, to continue to kind of provide oversight to them in implementing the strategic planning process. That person is ultimately going to be responsible for moving forward with implementation and working with action plan teams, working with administrators, working with departments, and working with anyone who is involved with the process to kind of establish those lines of communication to establish the research needs that are necessary. Also, to help establish the lines of measurability and accountability.

R. Hile: I just have a follow up. You said it would be advertised soon?

J. Malanson: The goal is to have the position posted today.

M. Cain: Could you say a little bit more about how the prioritization will take place? Because I think we can do what we want to do, but are we actually going to prioritize?

J. Malanson: We are still in the planning stages of figuring out exactly what that will look like. But, the idea is that we will have something similar to what happened January 11, where we had students, staff, and faculty sitting at tables. The version that we are talking about now is essentially asking everyone to chart out resource needs on one side and impact on the other side. We could have things that are high cost and high impact on one side, and then things that are low cost and low impact on the other side. We could then ask people at the tables to start mapping things out. We could then start to derive some consensus as a campus community about which one of these we think would be high impact, and which one of these would be affordable. For things that end up in the high cost low impact category, the campus would decide how we should move forward. Things that end up in the high cost high impact category would be important, but we would need to be really careful about figuring out how many of those we could actually do. Then from there we would work through a series of activities to figure out, as a campus, as a community participating in that event, based on how we have placed everything, which ones we think are most important in moving forward right now, and which ones we think are most important

to be moving forward with in the next year, especially those high cost ones. We are going to put those into year four and five of the plan so that it gives us some time to work with development and work with community members, and to see how enrollment numbers are changing, and to figure out if we can raise the resources necessary to support those. But, really, it is taking the plan and putting it in the hands of the campus community to try to figure out which of these do we think are most important. How do we as a campus assess the impact of these? That is the current discussion surrounding this.

N. Virtue: So, regarding this process, and I appreciate all the work that has gone into this, as others have said, I have tried to be involved where I can. But, I just want to say, and maybe I am crawling out on a limb and will just dangle there all by myself, but I will just say that when I participated in the open forum, the January meeting, I have to be honest that I was uncomfortable, and the reason I am bringing this up is to encourage you to bear this in mind for the upcoming programs. I was uncomfortable with the way that was organized. I don't pretend to know that I would know how to embark on organizing a strategic plan process, so I get that it is complicated. I am not sure what I think it should look like. But, I just want you to know that for me it was uncomfortable the way that meeting was set up. I would urge you to find a different approach. I was sitting at a table with staff, students, a dean, and we are all coming at this from such different perspectives, which in some ways is good. We are all interacting with each other's perspectives. But, the activities, we were trying them, but half the time it felt like it was meaningless vocabulary. We were giving a little task that we were to get done in a certain amount of time. We tried to do it, but we were tongue-in-check at the end of it. Then there were word soups being projected onto the wall, and, bingo, those are our aspirations. It felt superficial. It felt hasty. It felt like the stakes were high, but the process being put forward did not sort of meet those stakes in a responsible way. It felt like any one particular voice, but in particular, faculty voice, was muted by the way it was structured. I think faculty voice should be primary in this process. Maybe that is the limb that I am just willing to dangle from. But, I would just hope that in future events that would be taken into consideration because I wasn't the only one. I am a negative Nelly, right? A negative Nancy. But, there were staff, students, administrators who were saying worse than what I am saying right now.

J. Malanson: I completely respect your individual perspective. Let me say how we are going to change. One, all of the outcomes from the day, in terms of all of those word soups that got put up on the screen, align very closely with the data that we collected in a separate phase. So, those concepts that weren't very clear in the discovery phase were the things that all the members of the campus community that participated thought were the primary things that we should be working on. So, there is some consistency across the board. To your point, we asked everyone to fill out a survey at the end of the day about what they thought of the day, what they liked, and what their concerns were. The survey results overall were very positive and supportive of the day. We are using that feedback to think about how to structure the next approach of this.

A. Livschiz: I wanted to go back to your answer to Mary Ann's question. You said that everybody is going to come together to discuss cost and impact. Where is the data on impact going to come from? Earlier you said that the reason why some sections were more detailed than others was because there were individuals involved in those sections who just personally knew and therefore they felt confident based on their personal experiences to say that we need certain things or that we are lacking certain things. What data is going to be provided to the group overall to be able to decide what the impact of something is going to be? Again, to pick the easiest one, match the caliber of athletic facilities to our Division I status. I am sure there are lots of people who feel that this is very very important, right? Where is the data that people are going to be able to look at to see that if we invest a couple more million dollars in our facilities then this will magically result in one, two, and three? It seems like that data would be really important because otherwise, depending on what comes out of that day, if you have enough people from one particular area who come then their area wins. I get that part of it is that if you don't participate then you are screwed. But, at a certain point, that can't actually be how things are decided. The loudest voice can't be the deciding factor for what our priorities are or for the measure of impact.

I also have another tiny question. There is a line in here that says to institute a collaborative governance structure that includes representation and participation from all levels of staff and faculty. Since we are in a meeting of the Senate, I was just curious if this was instead of the Senate? Because institute makes it seem like creating something new. I thought this was a collaborative body of faculty and staff.

J. Malanson: I think the concern there is the staff and students side.

A. Livschiz: Students are not actually mentioned.

J. Malanson: They are mentioned in a revised version of it.

A. Livschiz: Okay. The revised version is not on our agenda?

J. Malanson: The version that we are working on creating that single voice. We added students in that section.

A. Livschiz: So it is going to replace this?

J. Malanson: I think the idea is to increase staff and student participation in shared governance. My guess is that, like with faculty, there is also a disappointing sentiment that is across the university in terms of Senators going out and speaking to the university. That goes on in every department.

On your first point, one, I think you just gave an excellent advertisement for people participating in the prioritization session. I think the setup of prioritization is

specifically designed not in a way for who has the loudest voice. You will have 300 people in the room all sitting at different tables and engaged in these activities. No one has the ability to dominate that conversation. You have thirty or forty tables of people having those conversations. I don't know right now what it will look like in terms of data being presented. I think some of it really is whether there is data there or not and what members of the campus community think should have the most impact and what we most need. I know we have talked in very limited ways where the focus has been on getting to a final plan and then starting to think more concretely about what fall will look like. I know we have talked in limited ways about how to provide some guidance on cost or impact and things like that. But, I just don't know yet.

J. Badia: When I read the draft, my concern is that there seems to be a lot of pet projects in here, particularly when things get very specific. When you answered my question earlier, you basically confirmed my fears, which is that the priority of what got put in the document reflected the narrow interests of those who were picked to be on the strategic planning committee. My comment is that I think for the document to have legitimacy and credibility then it can't look like things were cherry picked and that pet projects were put into the document. Obviously, it needs to have all people on the campus, and not one person's antidotal experience of the campus.

J. Malanson: That is how we are collecting data.

G. Schmidt: I do think that there is a question of what exactly the students want and what appeals to them, especially that question is important for perspective students. I think that is a big question. Is it going to be based on something that we might like, but we present it in a way that students don't understand or no one represents them? That would be a problem. I would focus on perspective students because I think we could recruit some students. Having thirty-one faculty and staff, but then one student is problematic. One student seems really low to me to begin with, but the perspective students are going to be the ones drawn to this. Saying that we count on every person every day to improve our world has a nice sentiment, but our students saying that they are going to college at the university where they can be empowered to improve the world, I don't know. I am in a very applied focus with very applied students. If you told them to go to the university that is going to help them to get a good job or to the university that will help them to change the world, I feel like they are going to go toward job. I do think that is a question that I would like to know further from perspective students rather than the student base. What really appeals to them? Because it could be that fancy words may appeal to them. I don't know. But, we also need something that connects very well to their career or path or some type of goal. That concerns me. I would certainly recommend getting more data from perspective students and current students about what appeals to them and how we compare to others, like Indiana Tech, and other places

J. Malanson: Assem, you can have the last comment.

A. Nasr: Actually, I will leave it to somebody else. This is the last comment?

J. Malanson: Well, you were the only person who had their hand up.

A. Nasr: I just wanted to comment back on what Gordon said. I respectfully disagree with a couple of your points because I don't think this should be about marketing for students. We have a public institution for education. I think what the role of our university, and what we are doing with our students as we are going together, is basically creating leaders and creating citizens beyond the immediate job and the immediate career. I don't think these have to be separate. I think this is very much what is needed in the market. You are right that we do need to research on that. But, I think that is what should enhance students' capabilities in order for them to get jobs. But, it is not necessarily about the immediate job. It is way beyond that. But, I am also very much out on that limb that is going to break of considering this process. But, I wanted to also go back to Nancy. Why do you think faculty are important? I have my reasons and I can share them, but what is your thought?

N. Virtue: Not to say that other people are not important, and that staff, students, and administrators are not important, and that those roles sometimes don't intersect and aren't embodied sometimes by the same person. But, we are the educators. We are providing an education. I think we are also uniquely invested long term in this university. Maybe this is coming from someone who has been here for 25 years, so maybe I have a hard time looking at it any other way. But, we are the people that are educating the students. That is fundamental to why we even exist. So, I do think that faculty voices have been too muted in this process, and I think that is a mistake.

J. Badia: Just a point of information, will the final document come back to Senate?

J. Malanson: My understanding is the Senate will put the final document up to a vote in the fall. One of the items on the implementation plan is to meet with the shared governance groups in the fall semester to talk more informally about how implementation and shared governance will work together.

Thank you everyone. This has been very helpful.

5. Adjournment: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

TO: Faculty Senate

FROM: Troy Bassett, Chair, Academic Computing and Information Technology Advisory Subcommittee

DATE: April 15, 2019

SUBJECT: Statement about status of LMS review

The Faculty Senate passed a resolution at the February session charging the ACITAS subcommittee with “compiling existing and new campus feedback on an LMS to replace Blackboard Learn in order to issue a report and recommendation/s to the Faculty Senate” by April 15th. I am sorry to say that ACITAS will not be able to meet this deadline. The primary reason is that the three vendor visits stretched to the end of March with D2L on the 13th, Canvas on the 22nd, and Blackboard on the 27th. Thus, the LMS Academic and Technology Review Teams have not completed their work in compiling the feedback or issuing their report—work that ACITAS is depending on using in issuing its own recommendations.

The LMS Review teams should have their work done by April 19th and the ACITAS recommendation should be able to follow as soon as the week after.

Purdue University Fort Wayne—Draft Strategic Plan

1

Overview

This document is divided into three sections:

1. Our draft strategic plan, including aspirations, narratives, objectives, and strategic activities (pages 1-7)—this is the material on which we are currently seeking feedback
2. Our high-level strategy (pages 8-9)—completed and shared with campus in February
3. Background information on the process the Planning Teams followed in developing the draft strategic plan (pages 10-11)

The Strategic Plan Steering Committee will be collecting feedback on the objectives and strategic activities presented in this draft through open forums, a survey (which can be accessed [here](#)), the “[Share Your Voice](#)” feature on the strategic planning [website](#), and in meetings with shared governance groups on campus, including the Student Government Association, faculty Senate, Administrative and Professional Staff Advisory Council, and Clerical and Service Staff Advisory Committee.

Students, staff, and faculty are invited to attend open forums on the following days:

- Tuesday, April 2, 3:00 p.m., SB 168
- Friday, April 5, 12:00 p.m., SB 168
- Monday, April 8, 1:30 p.m., KT G46
- Thursday, April 11, 9:00 a.m., KT G46
- Wednesday, April 17, 12:00 p.m., SB 168

However you choose to share your feedback with us, we want to hear from you! Any and all feedback—suggestions for clarification or improvement, questions about what is or is not here, or just letting us know that you support the draft—is extremely valuable. Your feedback will guide the Planning Teams as they revise and finalize the strategic plan.

Our Strategic Plan**Champion Student Success**

We will prepare students for academic, personal, and professional success. Through an enriching and supportive environment, students will be exposed to new thoughts and ideas, promoting confidence and maximizing their potential.

1. **Objective:** Improve student learning.
Measure: Increase the number of faculty who have redesigned their courses using demonstrably effective teaching and learning strategies by 20% by 2023.
Strategic Activities:
 - 1.1. Develop Center for the Enhancement of Learning and Teaching (CELT) course redesign programs/grants funded by the Office of Academic Affairs (OAA) that teach and promote the use of active learning strategies in online/hybrid courses.
 - 1.2. Develop CELT course redesign programs/grants funded by OAA that teach and promote the use of [High-Impact Practices](#).
 - 1.3. Develop CELT course redesign programs/grants funded by OAA that target Limited Term Lecturers.
 - 1.4. Develop CELT course redesign programs/grants funded by OAA that teach and promote course design that engages students with community partners.
 - 1.5. Increase faculty awareness of and interest in CELT’s “Learning to Teach Online” three-week online course for faculty.
 - 1.6. Develop a teaching award for Excellent Use of High-Impact Practices in highly-enrolled freshman-level courses.

2. **Objective:** Increase student retention, persistence, and completion.

Measure 1: Increase the second fall semester, first-time, full-time bachelor degree-seeking retention rate by 2% per academic year to 70% by 2023.

Strategic Activities:

- 2.1. Develop financial aid programs that make attending full-time (15 credit hours or more per semester) a financially-viable option.
- 2.2. Invest in an early alert system—gather as much data as possible and as early as possible for intensive student interventions.
- 2.3. Establish a retention committee with staff from Student Life and Leadership, Student Success and Transitions (SST), Financial Aid, Institutional Research, etc. to review potentially “at-risk” students and offer appropriate interventions needed to ensure timely degree completion.

Measure 2: Increase the 6-year, first-time, full-time, bachelor degree-seeking graduation rate by 4% per academic year to 50% by cohort year 2018.

Strategic Activities:

- 2.4. Advisors monitor student progress toward degree attainment and help remove roadblocks to enrollment and completion.
- 2.5. Offices that support student success (e.g., SST, Financial Aid, Registrar, Academic Support Services) offer programs and advising at times and locations convenient to students, including expanding online services.
- 2.6. Full-time staff to support 21st Century Scholars.

Measure 3: Increase the percentage of first-year students who successfully complete coursework by 7% per year to 75% by 2023.

Strategic Activities:

- 2.7. Offer classes at times and locations convenient to students, including expanding online/hybrid offerings.

3. **Objective:** Build and integrate more robust academic advising and career development opportunities into students’ educational experience.

Strategic Activities:

- 3.1. Require training for all academic advisors.
- 3.2. Starting in Fall 2019, every matriculating degree-seeking student has an assigned academic advisor who creates, by the end of their first term, a personalized four-year plan that includes co-curricular objectives.
- 3.3. Starting in Fall 2019, every matriculating degree-seeking student has an assigned career advisor/mentor and is required to complete at least one internship, externship, or experiential learning opportunity in line with their career/post-graduation goals.
- 3.4. Starting in Fall 2019, expand leadership development for students through the addition of one credit hour courses to the curriculum that award an 18-30 credit-hour leadership certificate.
- 3.5. Starting in Fall 2019, invest in in-class tutors (e.g., students who have done well in particular courses) to sit in on course sections and offer weekly tutoring sessions.

4. **Objective:** Increase students’ engagement with university life and invest in their holistic development.

Strategic Activities:

- 4.1. Cultivate an engaging campus culture where everyone (students, faculty, staff, and alumni) are encouraged to participate.

- 4.2. Develop a deeper connection between faculty/staff and students at recruitment and new student events.
- 4.3. Expand resources and raise awareness of mental health and other health services on campus.
- 4.4. Train faculty to be better equipped to identify and assist students with mental health issues.
- 4.5. Establish scholarships for and increase the number of students utilizing the study abroad and student exchange programs.
- 4.6. Connect incoming students to campus job opportunities.
- 4.7. Identify and create more meeting spaces and resources on campus for students to engage in campus activities.
- 4.8. Expand intramural sports and gaming events, including e-sports leagues.

Enhance Quality of Place

We will make Purdue University Fort Wayne an employer and university of choice—a place where all students, staff, and faculty feel valued and empowered. We will create pride in our campus, which will foster our growth and advance our reputation.

1. Objective: Attract and retain students, faculty, and staff.
Strategic Activities:
 - 1.1. Strengthen our reputation for the quality of student on-campus experience and future success.
 - 1.2. Enhance engagement of faculty and students in research, scholarly activities, and create endeavors.
 - 1.3. Champion a system of keeping the cost of tuition affordable for students by expanding need-based financial aid.
 - 1.4. Attract and retain top candidates both locally and nationally for open employee positions.
 - 1.5. Expand and promote opportunities that support the success of traditionally underserved groups, including first-generation college students and military veterans.
 - 1.6. Revitalize on-campus affordable, high-quality childcare services for students and expand services to include employees and the community.
2. Objective: Be an exemplar employer for northeast Indiana.
Strategic Activities:
 - 2.1. Prioritize employee compensation to include annual Cost-of-Living Adjustment (COLA) increases and merit increases based on evaluations.
 - 2.2. Institute a collaborative governance structure that includes representation and participation from all levels of staff and faculty.
 - 2.3. Establish a meaningful, supportive performance-review system designed to help employees achieve their maximum potential.
 - 2.4. Increase the range of opportunities and level of funding for professional development and career advancement.
3. Objective: Make our grounds and facilities inviting to the campus and surrounding communities.
Strategic Activities:
 - 3.1. Invest in the infrastructure necessary to facilitate world-class teaching and research.
 - 3.2. Expand and improve options for affordable on-campus dining and housing.
 - 3.3. Add dedicated health, recreation, and wellness facilities with programs for staff, students, and the community.
 - 3.4. Match the caliber of our athletics facilities to our Division I status.

- 3.5. Initiate a campus beautification plan to include new, improved, and community-accessible landscaping, building improvements, walkways, etc.
4. **Objective:** Offer programming that centers Purdue University Fort Wayne as a cultural destination for northeast Indiana.
Strategic Activities:
 - 4.1. Offer and promote a variety of arts, athletics, and educational programming that attracts diverse audiences and encourages participation by students, faculty, staff, and the community.
 - 4.2. Develop and promote high-quality course, program, and extracurricular offerings that support both career and holistic human development.
 - 4.3. Increase marketing, publicity, and participation for expanded programming targeted to engage our students and community.
 - 4.4. Establish centers and programming that share the historic traditions and living cultures of our global community.

Embrace Diversity and Inclusion

We will have an open and accepting university, one that welcomes all people, from anywhere in the world, regardless of where they are on life's path. We will create an atmosphere that values diversity of thought, experience, identity, and culture, thus building an educational environment that inspires fresh perspectives and global awareness.

1. **Objective:** Our institution will cultivate an affirming campus climate that embraces a culture of mutual understanding, equity, and respect to stimulate dialogue and remove barriers among campus constituents through interactive avenues.
Strategic Activities:
 - 1.1. Conduct a campus climate survey.
 - 1.2. Develop a process of engagement and sustainability.
 - 1.3. Implement unit-level diversity, equity, and inclusion (DEI) plans initiated by units.
 - 1.4. Create a DEI leadership position (at the level of an Associate Vice Chancellor) with direct reports and funding.
 - 1.5. Create a leadership training program for DEI and deliver to 20% of faculty and staff each year over a five-year period.
 - 1.6. Establish standard operating support in the university's annual budgeting process for all units.
 - 1.7. Create a training program for DEI hiring practices.
2. **Objective:** Our institution will pursue internationalization through support structures that promote equity and inclusion at every level of the university by investing resources and providing professional development opportunities.
Strategic Activities:
 - 2.1. Outline a support structure and resources for internationalization projects.
 - 2.2. Identify and develop partnerships that link higher education at the university with other world regions.
 - 2.3. Increase the international attractiveness of the campus.
 - 2.4. Assess current curriculum and courses to ensure diverse international offerings.
 - 2.5. Increase international student presence on campus in the summer prior to beginning at the university.

3. **Objective:** Our institution will optimize student enrollment and success through diverse outreach efforts and partnerships as well as providing an engaging and equitable environment to increase retention and graduation rates, and to decrease the graduation gap for diverse populations.
Strategic Activities:
 - 3.1. Increase the number of K-12 outreach efforts.
 - 3.2. Targeted demographic outreach to ensure representational diversity in recruitment, retention, and graduation of first-time, full-time, first-year, underrepresented, and transfer students.
 - 3.3. Enhance marketing and communications to increase the academic profile and diversity for underrepresented students.
 - 3.4. Strengthen the institutional aid and scholarship strategies for all students, especially first-time, first-year, and underrepresented students.
 - 3.5. Create a program for cultural support.
 - 3.6. Implement Student Advisory Teams.
 - 3.7. Create activities that promote DEI.
 - 3.8. Identify a diversity advocate for each academic program or area.

4. **Objective:** Our institution will foster opportunities that broaden the pipeline for faculty and staff diversity and equity.
Strategic Activities:
 - 4.1. Allocation of resources/support for infrastructure that progresses DEI.
 - 4.2. Education/training for hiring processes and bias.
 - 4.3. Implement and increase a faculty exchange program.
 - 4.4. Increase J1 visas on campus.
 - 4.5. Implement an incentive program for DEI initiatives in hiring.
 - 4.6. Implement an industry fellow program.

5. **Objective:** Our institution will champion a welcoming culture of inclusive, enriched activities for diverse employees, students, and visitors that encourages lifelong learning, critical thinking, and global citizenship.
Strategic Activities:
 - 5.1. Increase campus cultural programming by 15% in 2019-20 and by 25% in 2020-21.
 - 5.2. Increase the number of national and international speakers brought to campus.
 - 5.3. Utilize campus climate survey data to drive activities that develop cultural competency.
 - 5.4. Implement monthly faculty/staff cafes to encourage diversity and inclusion.
 - 5.5. Celebrate diversity efforts through awards, recognition, and incentive programs.
 - 5.6. Encourage teaching that includes innovation and inclusion.

Promote Community Engagement

We will dedicate ourselves to partnering with our communities. This symbiotic relationship will rely on innovation and expertise—ours and the community’s—and it will allow us to learn from one another and elevate the quality of life for all involved.

1. **Objective:** Purdue University Fort Wayne has an organizational structure that supports and encourages community engagement for students, faculty, and staff across campus.
Strategic Activities:
 - 1.1. Restructure/expand an active, results-oriented Office of Engagement to provide a broad spectrum of support functions, including scholarship, administrative support, project funds, and assessment.

- 1.2. Incorporate community engagement criteria for (a) faculty promotion and tenure and (b) professional advancement and development evaluations for all employees.
- 1.3. Reestablish the university as a Carnegie Community Engagement ranked institution.
2. **Objective:** Purdue University Fort Wayne partners with organizations and the public at-large to provide value in the following domains:
 - Economic development — Positively impact communities in northeast Indiana and beyond in developing vibrant economies by supporting our regional business community, resulting in the creation and retention of high-skill and high-wage jobs. The university plays a key role in business retention, attraction, and expansion efforts through applied research, technology development, and other economic engagements.
 - Human capital development and social mobility — Develop the human capital within the northeast Indiana region and the state of Indiana through delivery of relevant degree and non-degree educational programs to build skill sets in target groups as well as contributing to lifelong learning opportunities. Promote social mobility through the delivery of educational programs and experiences that benefit the populations of our region.
 - Social and cultural development — Positively impact the development of the communities in our region, supporting the goal of northeast Indiana becoming a place of choice to live for both current and prospective residents. The campus can provide a wide range of recreational and cultural experiences for the community, allowing them to appreciate social and cultural diversity in an interconnected world. Important components of this programming will include educational, cultural, and recreational programming as well as international educational experiences.
 - Health and well-being — The campus makes significant contributions to the health and well-being of people in northeast Indiana and beyond through relevant applied research projects, educational programs, community service, and activities.
 - Environmental sustainability — Positively impact the environment of the region, state and beyond through responsible environmental stewardship, research, and educational programs.

Strategic Activities:

 - 2.1. Faculty and staff work with the Community Engagement Council and the Office of Engagement to identify and complete engagement projects.
 - 2.2. Establish/strengthen relationships with community partners to increase community-campus collaborations and host and operate more events open to the public.
 - 2.3. Establish new community partnerships at each level: presence, connections, activity/project/event, and relationships.
3. **Objective:** Students, faculty, and staff in the community are engaged through intentional curricular, co-curricular, and volunteer experiences to transform student learning.

Strategic Activities:

 - 3.1. Make community engagement a distinguishing attribute of the Purdue University Fort Wayne student experience.
 - 3.2. Increase courses offering a service-learning component.
 - 3.3. Create a service-learning certificate to be awarded upon graduation.
4. **Objective:** Our engagement successes are communicated to internal and external audiences to increase awareness of Purdue University Fort Wayne's contributions.

Strategic Activities:

 - 4.1. Communicate all public events, including Mastodon games, plays, musical performances, and lectures on campus to the public.

- 4.2. Strengthen the relationship between Communications and Marketing and academic and non-academic units to identify media opportunities.
- 4.3. Incorporate community engagement successes in internal electronic newsletters.
- 4.4. Promote Purdue University Fort Wayne community engagement activities for publication and presentation in relevant forums.

Please note that the numbering system used above is to facilitate discussion of the draft and will not appear in the final strategic plan

Vision Narrative

We will also be collecting feedback on the narrative accompanying our vision:

Vision: Empower every person, every day, to improve our world.

Narrative: We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.

Our High-Level Strategy

Our high-level strategy was [developed](#), circulated on campus for [feedback](#), and [finalized](#) in January and February 2019.

Who We Are:

We are Purdue University Fort Wayne, northeast Indiana’s comprehensive metropolitan public university.

Our Mission:

We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.

Our Core Values:

Core Values	Expected Behaviors
Students First	<ul style="list-style-type: none"> • Consider all strategic decisions from the perspective of student impact • Support programs and teaching pedagogies that advance student learning and success • Foster a campus environment dedicated to the growth and well-being of the whole person • Recruit and retain highly qualified faculty and staff with a commitment to students
Excellence	<ul style="list-style-type: none"> • Achieve the highest standards of performance and outcomes in teaching, learning, research, service, and engagement • Empower faculty, staff, and students to embrace bold thinking to pursue excellence • Accept accountability for advancing toward excellence • Promote a culture of continuous improvement in all we do
Innovation	<ul style="list-style-type: none"> • Advance research, scholarship, and creative endeavor • Value and encourage the pursuit of new ideas, entrepreneurial thinking, and interdisciplinary collaboration • Pioneer innovations in teaching and student support that increase access, learning, and success • Create diverse cultural, educational, and enrichment programming
Diversity and Inclusion	<ul style="list-style-type: none"> • Recognize the value of diverse perspectives and backgrounds • Create an environment that is welcoming, respectful, and inclusive of all, both within and beyond the classroom • Foster multicultural experiences and global engagement • Provide equal opportunities and services to all
Engagement	<ul style="list-style-type: none"> • Promote a culture of student, staff, and faculty participation in university activities, events, and decision-making • Anticipate and address internal and external stakeholder needs

	<ul style="list-style-type: none">• Pursue collaborations that respond to current and emerging issues and opportunities• Establish mutually beneficial partnerships between campus and communities
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Our Vision:

Empower every person, every day, to improve our world.

We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.

Our Aspirations:

- Champion Student Success
- Enhance Quality of Place
- Embrace Diversity and Inclusion
- Promote Community Engagement

Background on Strategic Plan Development

To undertake the work of building the plan to achieve our aspirations to Champion Student Success, Enhance Quality of Place, Embrace Diversity and Inclusion, and Promote Community Engagement, the Strategic Plan Steering Committee formed four Aspiration Planning Teams composed of staff, faculty, and one student. The Co-Chairs of each Team were appointed by the Steering Committee with input from the University Leadership Team.

Planning Team Membership

Champion Student Success

- Adam Dircksen, co-chair
- Corrie Fox, co-chair
- Irah Modry-Caron, co-chair
- Lalita Boykins
- Karol Dehr
- Tim Heffron
- Alice Jordan-Miles
- Lewis Ostermeyer
- Alison Rynearson

Enhance Quality of Place

- Isabel Nunez, co-chair
- Marcus Tulley, co-chair

- Stephen Florio
- Loaine Hagerty
- LV McAllister
- Zafar Nazarov
- Susan Skekloff
- Cynthia Springer

Embrace Diversity and Inclusion

- Shubitha Keever, co-chair
- Manoochehr Zoghi, co-chair
- Farah Combs
- Kenneth Christmon
- Julie Creek

- Ashley Malone
- Ahmed Mustafa
- Kimberly O’Connor

Promote Community Engagement

- Rachel Blakeman, co-chair
- Don Mueller, co-chair
- Seth Green
- Bruce Kingsbury
- Kent Johnson
- Sean Ryan
- Justin Shurley

If you see Planning Team members on campus, please take a moment to thank them for the significant time, energy, and thoughtfulness they have dedicated to this process.

The Planning Teams met for the first time on February 6. Each Team was provided with a Strategy Development Guide and was supported by the Steering Committee and our planning consultants, Strategic Focus Associates.

The Teams’ work was carried out in three phases. In the first phase, the Teams identified 3-5 Strategic Aspirational Universities. These are institutions that have demonstrated success in our aspirational areas that Purdue Fort Wayne can potentially learn from as we develop and implement our strategic plan. In selecting these universities, the Teams were not concerned with institutional rankings or similarity to Purdue Fort Wayne—these are not peer institutions—but were instead focused on finding the universities that could provide the best ideas. The Teams submitted their strategic aspirational universities to the Steering Committee on February 22; their selections were vetted and confirmed by the Steering Committee and the Chancellor.

Strategic Aspirational Universities

Champion Student Success

- University of Michigan
- Georgia State
- Ohio University
- University of Southern Florida

Enhance Quality of Place

- University of Maryland-Baltimore County
- Illinois State University
- Eastern Connecticut State University
- University of Cincinnati
- University of Illinois at Urbana-Champaign

Embrace Diversity and Inclusion

- Ohio State University
- University of Michigan
- University of Cincinnati

Promote Community Engagement

- Ball State University
- Metropolitan State University of Denver
- University of Minnesota Twin Cities

In the second phase, each Planning Team developed objectives to support their aspiration. Objectives are the expected results and detailed achievements to support our aspirations; they are how we define success in accomplishing our strategic plan. Each Planning Team submitted a [preliminary draft of their objectives](#) on March 11. On March 13, the Teams presented their work to date at an [open forum](#) and met with each other to gather feedback and take a holistic look at how the strategic plan was coming together. The high-level strategy and preliminary objectives were also shared with the university's Community Engagement Board for their feedback. Community support is going to be essential to successfully implementing all aspects of our strategic plan and this was an important opportunity to get input from a group of dedicated community supporters.



Planning Team members discussing their preliminary objectives; March 13, 2019.

In the final phase, the Planning Teams integrated the internal and external feedback they received on March 13 and developed strategic activities that support each objective. These strategic activities were informed by all of the data collected throughout our strategic planning process (including the [Discovery Report](#), feedback from the December 2018 Pulse Survey, the [January 11 Summary Report](#), and the [feedback on the high-level strategy draft](#)); information collected from the strategic aspirational universities (including from websites, publications, and interviews); and the expertise and experience of the members of the Planning Teams. The current drafts of the objectives and strategic activities were submitted to the Steering Committee on March 28 and were shared with the campus on April 1.

The Planning Teams will continue to work on refining their objectives and strategic activities until the final draft of the plan is submitted on April 25. As was done when the high-level strategy draft was circulated for feedback, all feedback collected on the current draft of the strategic plan will be summarized, analyzed, and shared with the Planning Teams and the campus community once the feedback period is complete.

Visit www.pfw.edu/strategic-plan for more information about Purdue Fort Wayne's strategic planning process. Have a question? Please ["Share Your Voice"](#) and let us know.

APRIL 15, 2019

FORT WAYNE SENATE: DRAFT STRATEGIC PLAN

JEFF MALANSON
Chair, Strategic Plan Steering Committee

PURDUE
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FORT WAYNE

Objectives

- Brief overview of our strategic planning process to date
- Next Steps
- Q&A
 - Answer questions
 - Collect your feedback



1. PREPLANNING

*Steering Committee
Leadership Team
Strategic Focus Associates*

August–September 2018

FALL 2018

3. DISCOVERY REPORT

*Steering Committee
Strategic Focus Associates*
Key Takeaways from Discovery Data
Focus-Group Reports
Working-Group Reports

December 2018

October–December 2018

5. STRATEGIC PLAN DEVELOPMENT

Faculty, Staff, Students
Aspirations, Objectives, Initiatives, Campus Input
Revised Plan with Feedback Available May 1, 2019

January–May 2019

SPRING 2019

May 1, 2019

2. DISCOVERY PHASE

*23 Focus Groups (Campus and
Community Members)
Working Groups*
Open Forums, Surveys, Questionnaires



4. ALL-HANDS PLANNING MEETING

Faculty, Staff, Students
Strategy Maps with Primary and
Secondary Activities
High-Level Aspirations
Strategic Objectives and Initiatives

January 11, 2019

6. FINAL PLAN PUBLISHED AND IMPLEMENTED

All of Us
Presented at Fall Convocation
August 26, 2019

August 26, 2019

FALL 2019 AND BEYOND

A High-Engagement Planning Process

- 23 focus groups with 261 participants
- 300 student, staff, and faculty participants in an all-day planning session to build our high-level strategy
- 11 open forums (to date); more than 300 attendees
- 40 different staff and faculty (and 1 student) working on our Strategic Plan Steering Committee, Discovery Phase working groups, and Aspiration Planning Teams
- Hundreds of additional survey respondents and points of contact throughout the planning process



Our High-Level Strategy

Who We Are: We are Purdue University Fort Wayne, northeast Indiana's comprehensive metropolitan public university.

Our Mission: We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.

Our Core Values:

Students First	Diversity and Inclusion
Excellence	Engagement
Innovation	

Our High-Level Strategy

Our Vision: Empower every person, every day, to improve our world.

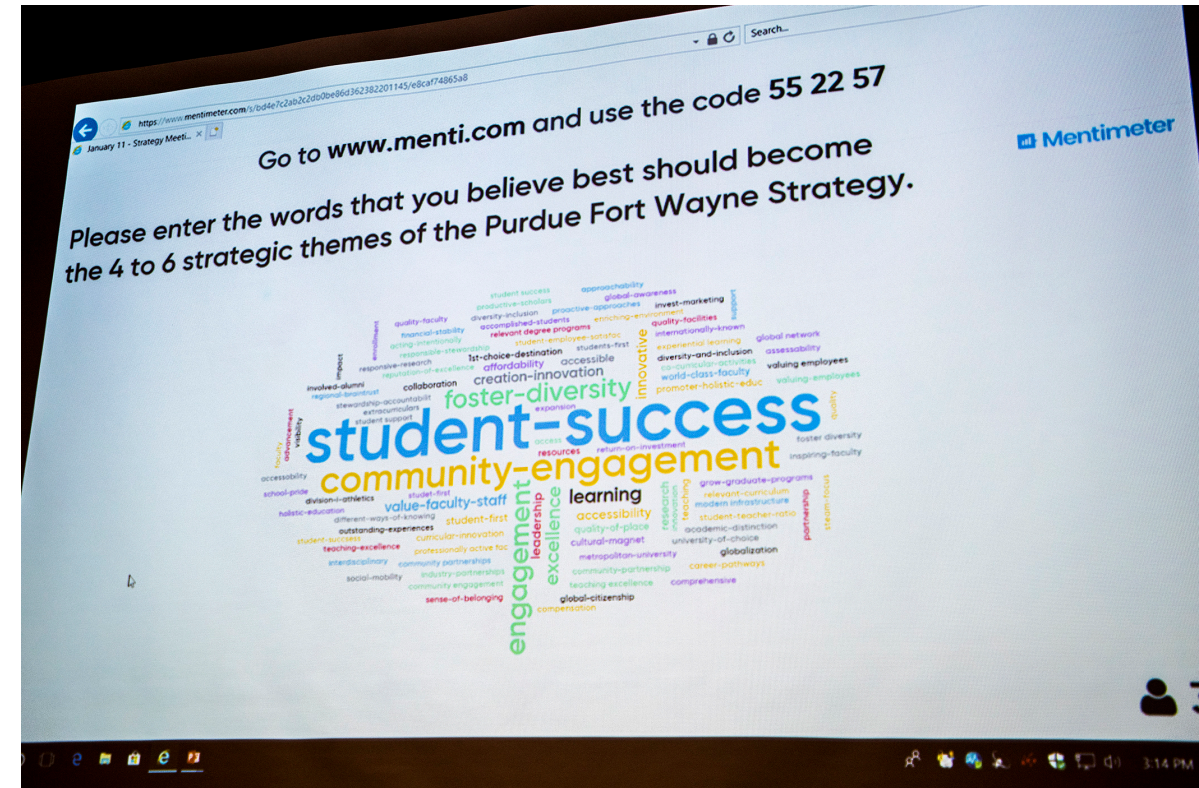
We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation of culture in all its forms, we make a positive impact on the life of each person we reach, and empower everyone to improve our campus, our community, and our world.



Our High-Level Strategy

Our Aspirations:

- Champion Student Success
- Enhance Quality of Place
- Embrace Diversity and Inclusion
- Promote Community Engagement



Notes on the Draft

- **70% Draft**
- **We won't be able to do everything in this draft**
 - 4 Aspirations
 - 17 Objectives
 - 90 Strategic Activities
 - University-wide prioritization discussion in early Fall 2019

Where We Are, Where We're Going

- Apr. 1-Apr. 19 Collecting feedback on the draft strategic plan
Encourage your constituents to provide feedback
- April 30 Strategic plan finalized and shared with campus
- Fall Campus engages in plan prioritization
Transition from planning to building implementation
infrastructure



Questions?

Learn more at:

www.pfw.edu/strategic-plan