

Minutes of the
First Regular Meeting of the Fourth Senate
Purdue University Fort Wayne
September 13 and 20, 2021
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of April 12, 19, and 26, and May 3.
3. Acceptance of the agenda – A. Marshall
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – A. Livschiz
5. Report of the Presiding Officer (Senate Reference No. 21-2) – J. Nowak
6. Special business of the day
 - a. Presentation of Robert’s Rules – C. Ortsey
7. Unfinished business
8. Committee reports requiring action
 - a. Educational Policy Committee (Senate Document SD 21-1) – S. Hanke
 - b. Executive Committee (Senate Document SD 21-2) – A. Marshall
 - c. Executive Committee (Senate Document SD 21-3) – A. Marshall
 - d. Executive Committee (Senate Document SD 21-4) – A. Marshall
9. New business
10. Question time
 - a. (Senate Reference No. 21-3) – A. Nasr
 - b. (Senate Reference No. 21-4) – N. Borbieva
11. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 21-5) – A. Marshall
 - b. PFW Ready Committee (Senate Reference No. 21-6) – J. Malanson
12. The general good and welfare of the University
13. Adjournment*

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

Presiding Officer: J. Nowak

Parliamentarian: C. Ortsey
 Sergeant-at-arms: G. Steffen
 Assistant: J. Bacon

Attachments:

“Report on Senate Documents” (SR No. 21-2)
 “Amendment to the Bylaws – Formation of Advising Subcommittee” (SD 21-1)
 “Amendment to the Bylaws – Renumbering” (SD 21-2)
 “Approval of Replacement Members of the Grade Appeals Subcommittee, University Advancement Advisory Subcommittee, and Senate Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women’s Basketball Program” (SD 21-3)
 “Resolution to Mandate COVID-19 Vaccines for Students and Employees” (SD 21-4)
 “Question Time – re: LTL Salaries and Shortages” (SR No. 21-3)
 “Question Time – re: Centralization of Administrative Functions” (SR No. 21-4)
 “Purdue University Fort Wayne Higher Learning Accreditation Report” (SR No. 21-5)
 “Questions Related to Senate Document SD 21-4: Resolution to Mandate COVID-19 Vaccines for Students and Employees” (SR No. 21-6)

Senate Members Present:

N. Adilov, J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, B. Chen, S. Cody, A. Coronado, K. Creager, K. Dehr, Y. Deng, A. Downs, P. Eber, B. Elahi, R. Elsenbaumer, R. Friedman, M. Gruys, K. Gyi, S. Hanke, D. Holland, P. Jing, M. Jordan, D. Kaiser, C. Lawton, J. Lewis, A. Livschiz, J. Leatherman, L. Lolkus, D. Maloney, A. Marshall, J. Mbuba, G. Nakata, A. Nasr, I. Nunez, J. O’Connell, E. Ohlander, M. Perkins Coppola, A. Pinan-Llamas, M. Ridgeway, G. Schmidt, W. Sirk, A. Smiley, T. Soule, H. Strevel, D. Tembras, N. Virtue, L. Whalen, S. Wight, N. Younis, Y. Zhang

Senate Members Absent:

C. Drummond, Z. Chen, S. Johnson, R. Shoquist, D. West, M. Zoghi

Guests Present:

ABC21, M. Ball, N. Borbieva, L. Butcher, J. Cashdollar, S. Carr, L. Clark, F. Combs, S. Davis, A. Dirksen, M. Dixon, C. Erickson, C. Fox, M. Helmsing, C. Hine, D. Hoile, J. Hoppe, D. Johnson, M. Kelsey, H. Kintz, C. Kracher, C. Kuznar, T. Luce, J. Malanson, C. Marcuccilli, E. Merritt, J. Meyer, S. Randall, C. Springer, T. Swim, G. Thomas, K. Wagner, R. Weiner, K. Yauchler

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.
2. Approval of the minutes of April 12, 19, and 26, and May 3: The minutes were approved as distributed.
3. Acceptance of the agenda:
 - A. Marshall moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. Deputy Presiding Officer:

N. Younis: Dear colleagues:

Welcome to what I hope will be a safe, good, and productive academic year for each of you and for your students. I hope that you and your loved ones are staying safe and healthy in these exceptional times.

Universities are defined by their faculty and this is your senate. I anticipate that all senators will be engaged and will bring new energy, ideas and perspectives to the issues we will discuss.

Considering the pandemic I believe that this is going to be a challenging year as we embark upon developing the new campus program to achieve the civics literacy requirement as well as tweaking and implementing the PFW strategic plan. The faculty input is essential part in both.

In addition, we will be dealing with issues that the faculty deem necessary and that they are passionate about.

Just like any university, PFW is not a perfect one and we can use some improvements. For example, when I speak with faculty, it is my opinion; the main issues that can impact faculty long-term careers and hurt morale are:

- Safety concerns regarding Covid
- The need to improve shared governance.
- And, we forgot about faculty merit increase and faculty salaries are not keeping pace with inflation.

I look forward to working with you!
Have a great fall semester

Thank you.

b. IFC Representative:

A. Livschiz: I am honored to serve as one of the two Purdue Faculty Speakers during this academic year. I have been involved in senate for many years, and I ran for the position, because I believe in the importance of faculty governance, something that appears to be in danger both around the country, but also in the Purdue system.

I think we, full time faculty, are extremely fortunate, in that we have an opportunity to participate and play an active role in determining policies that affect our work life. And while obviously there are institutional constraints and limits on our power, we still have opportunities that others don't have in shaping our work environment, and perhaps even impacting the broader community.

The question is—what do we want to accomplish and what kind of a senate do we want to be? We have a lot on our agenda for this year.

We have to deal with the Civics requirement, imposed on us seemingly out of the blue by PWL. While we won a reprieve for a year, we will have to figure out how to deal with the requirement.

To this end, we are calling for a Faculty Assembly on Friday, September 17 at 1:30PM—this will be our opportunity to discuss the requirement, voice our concerns, but also think about what we want to accomplish through this for our students. We hope you, as senators, will come, and we hope you will let other faculty and staff know about this and encourage them to come. The collective wisdom and expertise of our campus community will help us make the best out of this situation.

We have other major projects for the year, including another look at the question of compensation for LTLs, issues of equity and diversity, and so much more.

One issue that I want to mention is the question of efficiency. At the end of last year, PWL administration made some very menacing gestures in the direction of abolishing the PWL senate, because faculty in PWL dared to criticize the civics requirement and approach towards implementing it.

Criticizing democracy for being inefficient while ramming through a requirement about civics literacy should take some mental gymnastics for anyone who actually knows about history of democracy. We have also seen a similar rhetorical approach in the way that actions of FW senate have been characterized—we are too slow, we are too inefficient, we talk too much. I want to push back strongly against this narrative. Even just a cursory glance at 20th century history shows that efficiency should NOT be the main criteria for evaluating whether deliberative bodies are successful. Certainly, timelines are important, but so is thoughtful deliberation. We should not aim to be a rubber-stamping body. We should take our responsibilities as senators seriously—come to meetings prepared to discuss the questions on the agenda, and bring our respective perspectives to help address the important issues facing our campus.

Finally, I've been talking a lot about full time faculty, esp. those protected by tenure, because we are in a privileged position compared our colleagues, and thus, it is only fair that we shoulder the work necessary to accomplish our goals. However, as faculty speaker, I strongly believe that it is my job to advocate for and represent all faculty (and staff if they want :)), so my metaphorical door but in reality my email inbox is always open to people with ideas and concerns.

Most of you know me as someone who used her voice in my previous positions, and I will continue to do the same in this one, with the hope of being able to use my position as speaker to accomplish more to advocate for students, staff, and faculty.

5. Report of the Presiding Officer (Senate Reference No. 21-2):

J. Nowak: I would just like to reiterate that the meeting on September 17 that Ann mentioned is an important one, so please attend that town hall if you can. I would also like to reiterate that, as a former speaker and still a member of the Executive Committee, please let me know if there is any way that I can help and support you in our efforts to be the best university that we can for our students. Attached to the agenda you will also find Senate Reference No 21-2, which is a report on the Senate documents that were passed last year, please let me know if you have any questions on these items. I am just very humbled and honored to serve as Presiding Officer for you this year. I appreciate all of the hard work you do for Senate and for Purdue University Fort Wayne. In the interest of time, given our very full agenda today, I would like move directly into special business.

6. Special business of the day:

a. Presentation of Robert's Rules – C. Ortsey

Please see attached PowerPoint.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

a. Educational Policy Committee (Senate Document SD 21-1) – S. Hanke

S. Hanke moved to approve Senate Document SD 21-1 (Amendment to the Bylaws – Formation of Advising Subcommittee).

A. Livschiz moved to amend the document by changing 5.3.3.2.3.8.1.3. from “Six members of the Voting Faculty or continuing lecturers elected by the Senate in such a manner that all Major Units that perform student advising shall be represented” to “Six members of the Voting Faculty or continuing lecturers, WHO HAVE

ADVISING RESPONSIBILITIES, elected by the Senate in such a manner that all Major Units that perform student advising shall be represented.”

Motion to amend passed on a voice vote.

S. Buttes moved to amend the document by adding “Responsibilities: Responsibility for administering the advising program shall reside with the Subcommittee, which shall report to the Faculty through the Educational Policy Committee. Specifically, the Subcommittee shall.”

S. Buttes moved to withdraw the amendment by unanimous consent.

No objections to vote of unanimous consent.

S. Buttes moved to amend the document by adding “Responsibilities: Responsibility for the advising program shall reside with the Subcommittee, which shall report to the Faculty through the Educational Policy Committee. Specifically, the Subcommittee shall.”

Motion to amend failed on a poll vote.

Resolution as amended passed on a voice vote.

b. Executive Committee (Senate Document SD 21-2) – A. Marshall

A. Marshall moved to approve Senate Document SD 21-2 (Amendment to the Bylaws - Renumbering).

A. Livschiz moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

c. Executive Committee (Senate Document SD 21-3) – A. Marshall

A. Marshall moved to approve Senate Document SD 21-3 (Approval of Replacement Members of the Grade Appeals Subcommittee, University Advancement Advisory Subcommittee, and Senate Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women’s Basketball Program).

A. Livschiz moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

d. Executive Committee (Senate Document SD 21-4) – A. Marshall

A. Marshall moved to approve Senate Document SD 21-4 (Resolution to Mandate COVID-19 Vaccines for Students and Employees).

The meeting is suspended at 1:15 until noon, Monday, September 20, 2021.

Session II
(September 20)

Acta

Senate Members Present:

N. Adilov, J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, S. Cody, A. Coronado, K. Creager, K. Dehr, Y. Deng, C. Drummond, P. Eber, B. Elahi, R. Friedman, M. Gruys, K. Gyi, S. Hanke, D. Holland, P. Jing, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, L. Lolkus, D. Maloney, A. Marshall, J. Mbuba, G. Nakata, A. Nasr, I. Nunez, J. O’Connell, E. Ohlander, M. Perkins Coppola, A. Pinan-Llamas, G. Schmidt, W. Sirk, T. Soule, H. Strevel, D. Tembras, N. Virtue, D. West, L. Whalen, S. Wight, N. Younis, Y. Zhang

Senate Members Absent:

B. Chen, Z. Chen, A. Downs, R. Elsenbaumer, M. Ridgeway, R. Shoquist, A. Smiley, M. Zoghi

Guests Present:

N. Borbieva, S. Carr, J. Cashdollar, S. Ding, A. Dircksen, M. Dixon, M. Frye, C. Gurgur, M. Helmsing, D. Hoile, D. Johnson, M. Kelsey, H. Kintz, C. Kracher, C. Kuznar, T. Luce, J. Malanson, J. Meyer, S. Randall, C. Springer, G. Thomas, K. Wagner, R. Weiner, M. Wolf

J. Nowak reconvened the meeting at 12:00 p.m. on September 20, 2021.

d. Executive Committee (Senate Document SD 21-4) – A. Marshall

A. Nasr moved to amend with the following:

Changing “WHEREAS vaccinations for COVID-19 have been fully approved by the US Food and Drug Administration (FDA)” to “WHEREAS the Pfizer-BioNTech COVID-19 vaccines have been fully approved by the US Food and Drug Administration (FDA).”

Adding “WHEREAS, Indiana University (IU) has set a precedent by mandating its students, faculty, and staff to be fully vaccinated.”

Changing “BE IT RESOLVED that the Senate requests that the University adopt an effective stand requiring all students and employees to receive the vaccinations per CDC guidelines before the first day of Spring 2022 classes” to “BE IT RESOLVED that the Senate requests that Purdue University Fort Wayne adopt a stand modelled after IU's Prevent the Spread mandate program requiring students and employees to receive the vaccinations per CDC guidelines before the first day of Spring 2022 classes.”

S. Buttes moved to call the question.

Motion to call the question passed on a poll vote.

Motion to amend passed on a poll vote.

Resolution passed on a poll vote.

9. New business: There was no new business.

10. Question time:

a. (Senate Reference No. 21-3) – A. Nasr

The Department of Communication has had challenges in staffing courses. The shortage of LTLs meant that full-time faculty have had to take on an overload to cover courses. The Department was forced to cancel two courses due to instructors' preference for not teaching as the pay is not worth their time especially when the risk to their health is high and when other employers offer better remuneration. The University has not made much progress in equitably compensating instructors who have been critical to this institution and to students' academic development.

As the University has increasingly focused its efforts on enrollment, it is important to consider the role LTLs have in enrollment and retention. A total of 50 students in the two COM 114 courses canceled received notifications that they will be taking three credits less than they had planned. Effectively, the university lost this tuition money and has put these students in an unsavory position. What plans does the University have to increase salaries to retain LTLs and avoid the hemorrhaging of talent and tuition income?

R. Elsenbaumer: (Email response). In October of 2020 the Chair of the Budgetary Affairs Subcommittee, Andrew Kopec, posed a series of eight questions to the Vice Chancellor for Academic Affairs on the topic of LTL compensation. The senate is encouraged to consult with the Budgetary Affairs Subcommittee in order to review the findings of that subcommittee.

For immediate reference, the AY 2021-22 LTL pay rate policy is attached. Two points in that policy specifically address this question.

1. Future percentage increase in pay rates would be applied across the board to the scale rates. (The last pay rate increase to the scale was 2019-2020.)
2. Departments can request to offer salaries outside the standard range for emergency reasons, with the approval of the chair and dean.

b. (Senate Reference No. 20-4) – N. Borbieva

This summer (as in many past summers), the campus community learned about more centralization of administrative functions—work that was once done at PFW that will now be done at Purdue-WL (most recent examples: printing services, travel reimbursements). Could the administration provide information about how the terms of these work shifts are negotiated? Given that Purdue-WL has greater institutional power than PFW in the Purdue system, given that we pay West Lafayette for these services, and given that the budgets of PFW and Purdue-WL remain separate state allocations (a fact we are all painfully aware of as we experience tuition hikes and pay cuts (accounting for inflation) while Purdue-WL gets tuition freezes and raises), can our administration reassure us that it is negotiating fair terms as these processes get centralized, and that Purdue-WL is not taking advantage of its greater institutional power to profit monetarily from our increased administrative reliance on them? A related question regards the job losses and disruptions caused by these centralizations. Can the administration provide information about job losses that have resulted from the centralization of processes and reassure us that the savings netted by these centralizations make up for the loss of valued employees, the work disruptions shouldered by the rest of us, and the monetary cost we pay Purdue-WL to do these things for us?

R. Elsenbaumer: (Email response). For many years, Purdue has worked to cost effectively and efficiently share a number of systems and services across campuses. Examples include accounting, procurement, human resources, facilities, development, and benefits design and administration. Any costs allocated to the Purdue Fort Wayne campus are costed and typically distributed based on transaction or effort expended. There is no profit generated.

Recent examples noted, printing services was a Purdue Fort Wayne campus decision, and travel reimbursement was coordinated centrally with campuses to streamline the reimbursement process and time to traveler reimbursement.

The Purdue Campus Cloud project is an example of extensive collaboration across the campuses to better coordinate and secure the Purdue system IT infrastructure and accrue savings to the Purdue Fort Wayne campus.

Our campus must continue to examine opportunities to review costs and services given enrollment trends and the need to invest in academic programming as approved in the recent Indiana legislative session.

Human Resources and the Office of Institutional Equity at Purdue Fort Wayne is directly involved in FTE oversight during “centralization efforts.” In the case of Printing Services, all staff were offered the opportunity and had the choice to transfer to another position. In the case of the Purdue System Cloud, impacted staff were transferred to the Information Technology unit at Purdue (West Lafayette), resulting in no job losses because of this process.

11. Committee reports “for information only”:

- a. Executive Committee (Senate Reference No. 21-5) – A. Marshall

Senate Reference No. 21-5 (Purdue University Fort Wayne Higher Learning Accreditation Report) was presented for information only.

- b. PFW Ready Committee (Senate Reference No. 21-6) – J. Malanson

Senate Reference No. 21-6 (Questions Related to Senate Document SD 21-4: Resolution to Mandate COVID-19 Vaccines for Students and Employees) was presented for information only.

12. The general good and welfare of the University:

A. Marshall: I was asked to announce the Purdue System-Wide virtual forum that is coming up on September 23rd through 24th. It is titled “Fostering Wellbeing Through Community and Connections:” <https://www.purdue.edu/provost/events/forum/index.html>

A. Livschiz: I have two things. One, on behalf of the Executive Committee, I just wanted to thank everybody who attended the Faculty Assembly on the Civics Literacy Requirement on Friday, September 17th. There were some really great suggestions made at that assembly. There will be more information coming from the committee on the next steps that we’re going to be taking for this year long project.

The other thing is unrelated to this, but I just wanted to express my concern about the current status of the Dean of Students office. We don’t have a Deal of Students, but apparently, we just lost the assistant to the Dean of Students.

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

Joshua S. Bacon
Assistant to the Faculty

Senate Reference No. 21-2

TO: The Senate

FROM: Jeffrey Nowak, Presiding Officer
Fort Wayne Senate

DATE: August 26, 2021

SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this past academic year. I am distributing this for information only.

- SD 20-1 “Resolution on Publicizing COVID-19 Statistics for Purdue University Fort Wayne” – Amended and approved, 9/14/20
- SD 20-2 “Endorsement of Rachel Barney’s Anti-Authoritarian Code of Conduct” – Approved, 9/21/20
- SD 20-3 “Withdrawal Policy for Fall 2020 and Spring 2021 Semesters” – Amended and approved, 9/21/20
- SD 20-4 “Approval of Replacement Members of the Executive Committee” – Approved and implemented, 9/21/20
- SD 20-5 “Temporary Exemption from Procedures of Promotion for Lecturers at PFW” – Amended and approved, 10/12/20
- SD 20-6 “Alignment of By-Laws with New Lecturer Promotion Procedures” – Approved and implemented, 10/12/20
- SD 20-7 “Approval of Filing in of a Vacancy in the Senate Faculty Affairs Committee” – Approved and implemented, 10/12/20
- SD 20-8 “Approval to Fill a Vacancy on the Professional Development Subcommittee” – Approved and implemented, 10/12/20
- SD 20-9 “Holds for Academic Dishonesty” – Amended and approved, 10/26/20
- SD 20-10 “Guidelines for Keeping Campus Open During the Pandemic” – Approved, 10/26/20

- SD 20-11 “Academic Calendar for 2023-2024” – Approved, 11/16/20
- SD 20-12 “Requirements for Certificates” – Amended and approved, 11/16/20
- SD 20-13 “Bylaw Change – Composition of Graduate Subcommittee” – Approved and implemented, 11/16/20
- SD 20-14 “Instating Honors Pin Policy” – Approved and implemented, 11/16/20
- SD 20-15 “Approval of Filing in of a Vacancy in the Senate Nominations and Elections Committee” – Approved and implemented, 11/16/20
- SD 20-16 “Change to Pass/Not Pass Status for Fall 2020” – Amended and approved, 11/16/20
- SD 20-17 “Advanced Credit Policy” – Approved, 1/11/21
- SD 20-18 “Revision of General Education Program” – Failed, 3/22/21
- SD 20-19 “Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne” – Approved, 2/8/21
- SD 20-20 “Resolution of Appreciation for International Students at Purdue University Fort Wayne” – Approved, 12/14/20
- SD 20-21 “Resolution to Discuss Impact of Pandemic on Faculty” – Approved, 1/11/21
- SD 20-22 “Automatic Two-year Extension of Probationary Period – COVID Pandemic” – Approved, 1/25/21
- SD 20-23 “COLA Senate Apportionment” – Approved and implemented, 1/25/21
- SD 20-24 “College of Science Senate Apportionment” – Approved, 1/25/21
- SD 20-25 “Approval to Fill a Vacancy on the Senate Library Subcommittee” – Approved and implemented, 1/25/21
- SD 20-26 “COLA Promotion and Tenure Procedures” – Approved, 4/12/21
- SD 20-27 “College of Science Promotion and Tenure Procedures” – Approved, 4/12/21
- SD 20-28 “COAS Governance Document Revisions Concerning P&T” – Failed in committee
- SD 20-29 “Academic Regulation Change for Incompletes, Unremoved Incompletes and Miscellaneous Grading Regulations” – Approved, 2/8/21

- SD 20-30 “Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities” – Approved, 3/22/21
- SD 20-31 “Approval of Replacement Members of the Executive Committee” – Approved and implemented, 2/8/21
- SD 20-32 “Approval to Fill a Vacancy on the Academic Computing and Information Technology Advisory Subcommittee” – Approved and implemented, 2/8/21
- SD 20-33 “Resolution to Map Out the Levels of Shared Governance” – Expired, 4/26/21
- SD 20-34 “Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures” – Approved, 3/22/2021
- SD 20-35 “SOE Senate Apportionment and Election of Senators/Committee Vacancies” – Approved and implemented, 4/12/2021
- SD 20-36 “Resolution for Increased Aid for Public Higher Education” – Approved, 3/22/2021
- SD 20-37 “Endorsement and Revision of Student Code of Rights, Responsibilities and Conduct” – Amended and approved, 4/26/21
- SD 20-38 “Amendment of the By-laws as Caused by the Split of COAS” – Approved and implemented, 3/22/21
- SD 20-39 “Amendment of the By-laws as Caused by the Changed Number of Major Units” – Approved and implemented, 3/22/21
- SD 20-40 “Policy for Meeting Requirements of Majors, Minors, Concentrations, and Certificates to Apply for Graduation” – Amended and approved, 4/19/21
- SD 20-41 “Tenure-track Faculty with COVID Extension May Use P&T Criteria Under Which They Were Hired” – Approved, 4/12/2021
- SD 20-42 “Representation on PUWL Bodies (Change to the Bylaws)” – Approved, 4/12/2021
- SD 20-43 “Representation on the PFW Space Committee (Change to the Bylaws)” – Approved and implemented, 4/12/2021
- SD 20-44 “New Business (Change to the Bylaws)” – Approved, 4/26/2021
- SD 20-45 “Request to Re-authorize the Ad-hoc Committee Established by SD20-34 for the Next AY” – Approved, 4/19/2021

- SD 20-46 “Proposed Elimination of Standardized Test Scores as Requirement for Admission to PFW” – Amended and approved, 4/19/21
- SD 20-47 “College of Engineering, Technology and Computer Science, Promotion and Tenure Documents (Amends SD 89-2)” – Approved, 5/3/21

Parliamentary Procedure & *Robert's Rules of Order*

14 SEPTEMBER 2015

JEFF MALANSON, SENATE PARLIAMENTARIAN

AMENDED: 1 SEPTEMBER 2021

CRAIG ORTSEY, SENATE PARLIAMENTARIAN



Purpose of the Rules

These rules help to maintain order, insure fairness, and accomplish good legislative work.

“These rules are based on a regard for the rights:

- Of the majority,
- Of the minority, especially a strong minority—greater than one third,
- Of individual members,
- Of absentees, and
- Of all these together.”

What May a Senator Do?

According to Robert's Rules of Order (11th edition, page 3), the basic rights of an assembly member are to:

1. attend meetings;
2. make motions;
3. speak in debate; and
4. vote.

Important Concepts: Procedure

1. Discussion of an item for action cannot take place until there is a motion on the floor regarding the item.
2. Discussion should be limited to the item that is on the floor and the motion that is up for a vote.
3. All comments should be directed to the presiding officer, not fellow Senators.
4. All those with speaking privileges should be allowed to speak on the substance of the motion once before anyone with speaking privileges can speak for a second and final time.

Ranking of Motions

| Order of making motions | Common motions | Order of voting on motions |
|-------------------------------------|----------------------------------|--------------------------------------|
| Motions are made from bottom to top | Fix the time to which to adjourn | Motions are voted from top to bottom |
| | Adjourn | |
| | Recess | |
| | Raise a question of privilege | |
| | Call for the orders of the day | |
| | Lay on the table | |
| | Previous question | |
| | Limit or extend limits of debate | |
| | Postpone to a certain time | |
| | Refer to a committee | |
| | Amend | |
| | Postpone indefinitely | |
| | Main motion | |

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered.

Important Concepts: Best Practices

October 2015

| Sun. | Mon. | Tues. | Weds. | Thurs. | Fri. | Sat. |
|------|-------------------------------|-------|-------|--------|-------------------------------|------|
| | | | | 1 | 2 Docs. to Josh | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 <i>Columbus Day</i> | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 <u>Senate!</u> | 20 | 21 | 22 | 23 | 24 |

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered.
2. Senators should carefully review the Senate agenda and its attached documents before each meeting.

Order of Business/Agenda (Source: Senate Bylaws 2.4)

1. Call to order
2. Approval of the minutes
3. Acceptance of the agenda
4. Speakers of the Faculty reports
5. Presiding Officer report
6. Special business of the day
7. Unfinished (old) business
8. Committee reports requiring action
9. New business
10. Question time
11. Committee reports
“for information only”
12. Good and welfare
13. Adjournment

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered.
2. Senators should carefully review the Senate agenda and its attached documents before each meeting.
3. It at all possible, amendments should be written out ahead of time.

Questions?

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Educational Policy Committee

DATE: 9/3/2021

SUBJ: Amendment to the Bylaws – Formation of Advising Subcommittee

WHEREAS, The faculty constitution, section VI.A.1.a, gives Voting Faculty the power to recommend policies concerning “the admission and academic placement of students”; and,

WHEREAS, The Bylaws of the Senate provide (5.3.3.2.1.) that the Educational Policy Committee shall be concerned with “academic placement”; and

WHEREAS, advising relates directly to curriculum, academic placement, and aspects of student life which relate to the educational process; and

WHEREAS, PFW is implementing a new central advising unit beginning in Fall 2021;

BE IT RESOLVED a new Advising Subcommittee be formed, supervised by the Educational Policy Committee, as provided for in the following addition to the Bylaws:

5.3.3.2.3.8. Advising Subcommittee

5.3.3.2.3.8.1. Membership: The Advising Subcommittee shall consist of

5.3.3.2.3.8.1.1. The Chief Academic Officer or a designee (nonvoting);

5.3.3.2.3.8.1.2. Two academic advisors from the Office of Academic Accountability and Student Success:

5.3.3.2.3.8.1.3. Six members of the Voting Faculty or continuing lecturers, who have advising responsibilities, elected by the Senate in such a manner that all Major Units that perform student advising shall be represented:

5.3.3.2.3.8.1.4. One student.

5.3.3.2.3.8.1.5. The Presiding Officer of the Senate shall request the Executive Director of Academic Accountability and Student Success to create a process for selecting the academic advisors and the Student Government to select the student representative.

5.3.3.2.3.8.2. Responsibilities: Responsibility for administering the advising program shall reside with the Executive Director of Academic Accountability and Student Success, assisted by the Subcommittee, which shall report to the Faculty through the Educational Policy Committee. Specifically, the Subcommittee shall:

5.3.3.2.3.8.2.1. Analyze assessment data from the Office of Academic Accountability and Student Success.

5.3.3.2.3.8.2.2. Recommend to the Senate and to the Chief Academic Officer policies related to the campus advising program.

5.3.3.2.3.8.2.3. Conduct an ongoing review of the goals and operations of the program, with biennial reports and recommendations to the Educational Policy Committee and the Chief Academic Officer as appropriate.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Ann Marshall, Chair of the Executive Committee

DATE: 8/27/2021

SUBJ: Amendment to the Bylaws - Renumbering

WHEREAS, Senate Document SD 20-43 in part amended the Bylaws by attempting to simplify the numbering structure of Section 5.3.5 of that document; and

WHEREAS, SD 20-43 unfortunately did not provide sufficient guidance on how to number Section 5.3.5 beyond the new Section 5.3.5.2.3;

BE IT RESOLVED, that SD 20-43, and thus the appropriate Sections of the Bylaws, be amended as described below.

5.3.5.2. Responsibilities:

5.3.5.2.1. The University Resources Policy Committee shall be concerned with, but not limited to:

5.3.5.2.1.1. Consideration of such matters as planning and optimal utilization of the physical facilities of the university, including buildings, the library, scientific and other equipment, and educational aids;

5.3.5.2.1.2. Staff needs, utilization and planning;

5.3.5.2.1.3. Interdepartmental and interinstitutional cooperation for improved facilities and staff utilization;

5.3.5.2.1.4. Nonacademic planning, including architecture, landscaping, parking, and traffic.

~~5.3.5.2.2~~ 5.3.5.2.1.5. The University Resources Policy Committee shall delegate analysis of and recommendations for:

~~5.3.5.2.2.1~~ ~~5.3.5.2.1.5.1.~~ Present and evolving information technology needs in support of the mission of the university to an Academic Computing and Information Technology Advisory Subcommittee established by the University Resources Policy Committee;

~~5.3.5.2.2.2~~ ~~5.3.5.2.1.5.2.~~ Budgetary matters to the Budgetary Affairs Subcommittee established by the University Resources Policy Committee;

~~5.3.5.2.2.3~~ ~~5.3.5.2.1.5.3.~~ Revenue policy to the Revenue Subcommittee established by the University Resources Policy Committee;

~~5.3.5.2.2.4~~ ~~5.3.5.2.1.5.4.~~ Policies and procedures for library collections, facilities, and operations to the Library Subcommittee;

~~5.3.5.2.2.5~~ ~~5.3.5.2.1.5.5.~~ Advancement at PFW to the University Advancement Advisory Subcommittee established by the University Resources Policy Committee.

~~5.3.5.2.3~~ ~~5.3.5.2.1.5.6.~~ The University Resources Policy Committee **shall oversee the faculty representative to the campus Space Committee. This representative shall be a member of the Voting Faculty elected by the Voting Faculty and serve a three-year term beginning one week prior to the start of regular fall classes following election. The University Resources Policy Committee shall, subject to Senate ratification, fill any vacancy in this position for the remainder of the academic year. Should any time remain in the vacated representative's term at the end of the academic year, a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term. The representative to the Space Committee shall periodically report on its activities to the University Resources Policy Committee, which shall update the Senate on those activities at least once each academic year.** ~~receive a brief report from the Voting Faculty representative to the campus Space Allocation Committee each semester.~~

5.3.5.3. ~~5.3.5.2.1.6.~~ Academic Computing and Information Technology Advisory Subcommittee

5.3.5.3.1. ~~5.3.5.2.1.6.1.~~ Membership: The Academic Computing and Information Technology Advisory Subcommittee shall consist of:

5.3.5.3.1.1. ~~5.3.5.2.1.6.1.1.~~ The Director of the Center for the Enhancement of Teaching and Learning;

5.3.5.3.1.2. ~~5.3.5.2.1.6.1.2.~~ The Chief Information Officer or designee;

5.3.5.3.1.3. ~~5.3.5.2.1.6.1.3.~~ The Director of Continuing Studies;

5.3.5.3.1.4. ~~5.3.5.2.1.6.1.4.~~ The Dean of the Helmke Library;

5.3.5.3.1.5. ~~5.3.5.2.1.6.1.5.~~ The Chief Student Affairs Officer or designee;

5.3.5.3.1.6. ~~5.3.5.2.1.6.1.6.~~ One faculty member from each of the Major Units, elected by each unit.

5.3.5.3.2. ~~5.3.5.2.1.6.2.~~ Responsibilities: The Academic Computing and Information Technology Advisory Subcommittee shall:

5.3.5.3.2.1. ~~5.3.5.2.1.6.2.1.~~ Advise the Senate, through the University Resources Policy Committee, on any and all matters which affect present and evolving information technology in support of the mission of the university;

5.3.5.3.2.2. ~~5.3.5.2.1.6.2.2.~~ Advise the Chief Academic Officer and the Information Technology Policy Committee on the matters listed in the above paragraph;

5.3.5.3.2.3. ~~5.3.5.2.1.6.2.3.~~ Serve as a forum for discussion and as an advocate for acquisition and use of information technology for the university;

5.3.5.3.2.4. ~~5.3.5.2.1.6.2.4.~~ Develop plans for the use, support, and evaluation of academic computing resources;

5.3.5.3.2.5. ~~5.3.5.2.1.6.2.5.~~ Advise Information Technology Services on how to communicate with faculty.

5.3.5.4. ~~5.3.5.2.1.7.~~ Budgetary Affairs Subcommittee

5.3.5.4.1. ~~5.3.5.2.1.7.1.~~ Membership: The Budgetary Affairs Subcommittee shall consist of eight members of the Voting Faculty and continuing lecturers elected by the Senate, with no more than three from any one Major Unit; one clerical or service staff member; and one administrative/professional staff member. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative and the Administrative Council to select the administrative/professional staff representative. The clerical or service staff representative and the administrative/professional staff representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

5.3.5.4.2. ~~5.3.5.2.1.7.2.~~ Responsibilities: The Budgetary Affairs Subcommittee is concerned with the PFW budget. Specifically, the Budgetary Affairs Subcommittee shall:

5.3.5.4.2.1. ~~5.3.5.2.1.7.2.1.~~ Advise the administration and, through the University Resources Policy Committee, the Senate on budgetary matters pertaining to the needs of the campus;

5.3.5.4.2.2. ~~5.3.5.2.1.7.2.2.~~ Pay particular attention to the ways the budget and the budgetary process can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana;

5.3.5.4.2.3. ~~5.3.5.2.1.7.2.3.~~ Review and comment on the annual athletic budget and supportive activities in the fall semester each year;

5.3.5.4.2.4. ~~5.3.5.2.1.7.2.4.~~ Make recommendations on:

5.3.5.4.2.4.1. ~~5.3.5.2.1.7.2.4.1.~~ Annual campus operating budgets and legislative budget requests. Additionally, the Subcommittee may consider requests for advice on financial matters which affect the work of other Senate committees;

5.3.5.4.2.4.2. ~~5.3.5.2.1.7.2.4.2.~~ Financial needs of new programs and of new facilities proposed for the campus;

5.3.5.4.2.4.3. ~~5.3.5.2.1.7.2.4.3.~~ Work with the Revenue Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-26.

5.3.5.5. ~~5.3.5.2.1.8.~~ Revenue Subcommittee

5.3.5.5.1. ~~5.3.5.2.1.8.1.~~ Membership: The Revenue Subcommittee shall consist of eight members of the Voting Faculty and continuing lecturers elected by the Senate, with no more than three from any one Major Unit; one clerical or service staff member; one administrative/professional staff member; the PFW Chief Development Officer or a

designee as a nonvoting member; the PFW Chief Financial Officer or a designee as a non-voting member; the PFW Chief Student Affairs Officer or a designee as a non-voting member; and a student representative as a non-voting member. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative, the Administrative Council to select the administrative/professional staff representative, and the PFW Student Government Association to designate the student representative. The clerical or service staff representative, the administrative/professional staff representative, and the student representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

5.3.5.5.2. ~~5.3.5.2.1.8.2.~~ Responsibilities: The Revenue Subcommittee is concerned with sources of revenue for PFW. Specifically, the Revenue Subcommittee shall:

5.3.5.5.2.1. ~~5.3.5.2.1.8.2.1.~~ Advise the administration and, through the University Resources Policy Committee, the Senate on revenue matters pertaining to the needs of the campus;

5.3.5.5.2.2. ~~5.3.5.2.1.8.2.2.~~ Pay particular attention to the trends in revenue and how this can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana;

5.3.5.5.2.3. ~~5.3.5.2.1.8.2.3.~~ Make annual recommendations on sources of revenue;

5.3.5.5.2.4. ~~5.3.5.2.1.8.2.4.~~ Work with the Budgetary Affairs Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-26.

5.3.5.6. ~~5.3.5.2.1.9.~~ Library Subcommittee

5.3.5.6.1. ~~5.3.5.2.1.9.1.~~ Membership: The Library Subcommittee shall consist of the Dean of the Helmke Library and eight members of the Voting Faculty and continuing lecturers, with no more than three from any one Major Unit.

5.3.5.6.2. ~~5.3.5.2.1.9.2.~~ Responsibilities: The Library Subcommittee shall advise the Senate, through the University Resources Policy Committee, concerning policies and procedures for library collections, facilities, and operations.

5.3.5.7. ~~5.3.5.2.1.10.~~ University Advancement Advisory Subcommittee

5.3.5.7.1. ~~5.3.5.2.1.10.1.~~ Membership: The Subcommittee membership shall comprise four Ex Officio Members (Chief Advancement Officer; Director of Alumni Relations; Executive Director of Marketing Communications; Director of Advancement Services) and ten faculty elected to staggered three-year terms by the Senate in such a manner that each of the Major Units is represented, if possible.

5.3.5.7.2. ~~5.3.5.2.1.10.2.~~ Responsibilities: The University Advancement Advisory Subcommittee shall:

5.3.5.7.2.1. ~~5.3.5.2.1.10.2.1.~~ Advise the Senate, through the University Resources Policy Committee, on any and all matters that affect advancement;

5.3.5.7.2.2. ~~5.3.5.2.1.10.2.2.~~ Advise the Chief Advancement Officer on matters of advancement;

5.3.5.7.2.3. ~~5.3.5.2.1.10.2.3.~~ Serve as a forum for discussion about advancement issues in general;

5.3.5.7.2.4. ~~5.3.5.2.1.10.2.4.~~ Consult on plans for all areas of advancement;

5.3.5.7.2.5. ~~5.3.5.2.1.10.2.5.~~ Make recommendations regarding major fundraising efforts for the campus.

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Marshall
Executive Committee

DATE: August 27, 2021

SUBJ: Approval of Replacement Members of the Grade Appeals Subcommittee, University Advancement Advisory Subcommittee, and Senate Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

WHEREAS, The Bylaws of the Senate provide (5.1.5.1.) that "Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There are three vacancies on the Grade Appeals Subcommittee; and

WHEREAS, The Grade Appeals Subcommittee has appointed Steven Cody, Daniel Boylan, and Steven Stevenson as the replacement members for the remainder of the 2021-22 academic year; and

WHEREAS, There is one vacancy on the University Advancement Advisory Subcommittee; and

WHEREAS, The University Advancement Advisory Subcommittee has appointed Hank Strevel as the replacement member for the remainder of the 2021-22 academic year; and

WHEREAS, The Bylaws of the Senate provide (5.1.4.1.) that "Senate committees shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is one vacancy on the Senate Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program; and

WHEREAS, The Senate Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program has appointed Mary Ann Cain as the replacement member for the remainder of the 2021-22 academic year;

BE IT RESOLVED, That the Senate approve these appointments.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Assem Nasr, Representative for the Department of Communication
Ann Marshall, Chair of the Executive Committee

DATE: August 27, 2021

SUBJECT: Resolution to Mandate COVID-19 Vaccines for Students and Employees

**Resolution to Mandate COVID-19 Vaccines
for Students and Employees**

WHEREAS the COVID-19 pandemic exacerbated the lives of students, faculty, staff, and our community at large causing major financial straits for the University due to low enrollments and the additional costs the pandemic imposed for sanitation and safety,

WHEREAS, Section VI.A.1.b. of the Senate Constitution grants the Voting Faculty the ability to recommend policies concerning "student conduct", and

WHEREAS, Section VI.A.1.e. of the Senate Constitution grants the Voting Faculty the ability to recommend policies concerning "the...welfare...of the faculty",

WHEREAS there has been a surge in cases of people contracting the Corona virus as well as an increase [severity and transmissibility](#) of its mutations,

WHEREAS the [Office of the Dean of Students](#) states that all students are required to complete vaccinations for Diphtheria, Tetanus, Measles, Mumps, Rubella, Meningococcal disease (meningitis),

WHEREAS PFW's [Vision Statement](#) regards our institution to be "dedicated to improving the world [...] 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 [with a] commitment extends to the people and communities we serve," thereby implying the institution's attention to the wellbeing and safety of its communities,

WHEREAS the Pfizer-BioNTech COVID-19 vaccines have been fully approved by the [US Food and Drug Administration \(FDA\)](#),

WHEREAS, Indiana University (IU) has set a precedent by [mandating its students, faculty, and staff](#) to be fully vaccinated,

BE IT RESOLVED that the Senate requests that Purdue University Fort Wayne adopt a stand modelled after IU's *Prevent the Spread* mandate program requiring students and employees to receive the vaccinations per CDC guidelines before the first day of Spring 2022 classes.

Question Time

The Department of Communication has had challenges in staffing courses. The shortage of LTLs meant that full-time faculty have had to take on an overload to cover courses. The Department was forced to cancel two courses due to instructors' preference for not teaching as the pay is not worth their time especially when the risk to their health is high and when other employers offer better remuneration. The University has not made much progress in equitably compensating instructors who have been critical to this institution and to students' academic development.

As the University has increasingly focused its efforts on enrollment, it is important to consider the role LTLs have in enrollment and retention. A total of 50 students in the two COM 114 courses canceled received notifications that they will be taking three credits less than they had planned. Effectively, the university lost this tuition money and has put these students in an unsavory position. What plans does the University have to increase salaries to retain LTLs and avoid the hemorrhaging of talent and tuition income?

A. Nasr

Question Time

This summer (as in many past summers), the campus community learned about more centralization of administrative functions—work that was once done at PFW that will now be done at Purdue-WL (most recent examples: printing services, travel reimbursements). Could the administration provide information about how the terms of these work shifts are negotiated? Given that Purdue-WL has greater institutional power than PFW in the Purdue system, given that we pay West Lafayette for these services, and given that the budgets of PFW and Purdue-WL remain separate state allocations (a fact we are all painfully aware of as we experience tuition hikes and pay cuts (accounting for inflation) while Purdue-WL gets tuition freezes and raises), can our administration reassure us that it is negotiating fair terms as these processes get centralized, and that Purdue-WL is not taking advantage of its greater institutional power to profit monetarily from our increased administrative reliance on them? A related question regards the job losses and disruptions caused by these centralizations. Can the administration provide information about job losses that have resulted from the centralization of processes and reassure us that the savings netted by these centralizations make up for the loss of valued employees, the work disruptions shouldered by the rest of us, and the monetary cost we pay Purdue-WL to do these things for us?

N. Borbieva

Senate Reference No. 21-5

To: The Fort Wayne Senate
From: Ann Marshall, Chair of the Executive Committee
Date: September 1, 2021
Subj: Purdue University Fort Wayne Higher Learning Accreditation Report

Please see the items below for the Purdue University Fort Wayne Higher Learning Accreditation Report.



230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

July 16, 2021

Dr. Ronald Elsenbaumer
Chancellor
Purdue University Fort Wayne
2101 East Coliseum Boulevard
Kettler Hall 166
Fort Wayne, IN 46805-1449

Dear Chancellor Elsenbaumer:

This letter serves as formal notification and official record of action taken concerning Purdue University Fort Wayne by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 12, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC concurred with the evaluation findings and voted to affirm the institution's eligibility to select the Standard or Open Pathway for reaffirmation of accreditation.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

Attached to this letter is information on selecting and declaring a pathway within the timeline provided. The materials include links to information on the Standard and Open Pathways.

HLC does not make public an institution's Pathway determination or selection. Institutions' Pathway designations will not appear on the *Institutional Status and Requirements Report*.

If you have any questions about the institution's transition to a pathway, please contact Tom Bordenkircher, the institution's staff liaison. Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley". The signature is written in a cursive style.

Barbara Gellman-Danley
President

Enclosures:

Pathway Transition Information – Open Eligible
Declaration Form



230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

July 16, 2021

Dr. Ronald Elsenbaumer
Chancellor
Purdue University Fort Wayne
2101 East Coliseum Boulevard
Kettler Hall 166
Fort Wayne, IN 46805-1449

Dear Chancellor Elsenbaumer:

This letter serves as formal notification and official record of action taken concerning Purdue University Fort Wayne by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 12, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Purdue University Fort Wayne with the next Reaffirmation of Accreditation in 2030-31.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Tom Bordenkircher. Your cooperation in this matter is appreciated.

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley". The signature is written in a cursive, flowing style.

Barbara Gellman-Danley
President

CC: ALO

Purdue University Fort Wayne - IN

HLC ID 1206

OPEN PATHWAY: Reaffirmation Review

Review Date: 4/12/2021

Dr. Ronald Eisenbaumer
President

Tom Bordenkircher
HLC Liaison

Kathy Brock
Review Team Chair

Renee Aitken
Federal Compliance Reviewer

Harshavardhan Bapat
Team Member

Jesse Bernal
Team Member

Rayshawn Eastman
Team Member

JoLanna Kord
Team Member

Benjamin Young
Team Member

Context and Nature of Review

Review Date

4/12/2021

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- COVID-19 Response Form

Institutional Context

At the time of their last comprehensive visit this institution was defined by the Indiana Commission for Higher Education as a multi-system comprehensive university. Under the name of Indiana University Purdue University Fort Wayne (IPFW), it conferred degrees from both Indiana University and Purdue University. At that time, Purdue University served primary in a management and oversight role for the University with the Chancellor reporting to the President of Purdue University and the Purdue University Board. In 2013, the Indiana Legislative Services Agency (LSA) was charged with examining how organizational changes and mission alignment changes might enhance the capacity of the Fort Wayne regional campus to serve the region. As this occurred at the same time that the renewable management agreement under which IPFW was operating was set to an expire, a one-year extension on the agreement was implemented followed by second one year extension which allowed for ongoing discussions with the primary objective of achieving a realignment of academic missions.

This realignment supported the recommendations of the LSA, which transferred the management and control of all health sciences programs to Indiana University as an additional location of Indiana University – Purdue University Indianapolis (IUPUI). The LSA further recommended that all other academic programs remain at IPFW with Purdue University serving as the governing entity responsible for all remaining and future programs. With this change, IPFW was renamed Purdue University Fort Wayne.

The mission of Purdue University Fort Wayne is established by the Indiana Commission for Higher Education (ICHE) with the current version presented in the Policy on Purdue University Fort Wayne Preamble (June 13, 2019). This includes teaching, research, and professional service. Serving the second largest city in Indiana, a region comprised significantly of business and industry, the Fort Wayne campus serves a distinctive role in providing leadership by using its resources to improve the quality of life. Thus, the Indiana Commission for Higher Education has articulated that the mission of this institution is to be that of a regional metropolitan university serving northeast Indiana.

Faced with a state mandate to become a regional metropolitan public university, declining enrollment, and the impacts of the realignment, Purdue University Fort Wayne, under the leadership of a new chancellor began a strategic planning process and local mission development process in 2019. This comprehensive and inclusive process involved 51 focus groups and 846 participants. The resulting strategic plan, inclusive of a mission and vision statements, as well as core values and aspiring goals was approved on June 11, 2020 by the Purdue University Board of Trustees.

It was also in March of 2020 that PFW, like all institutions across the country turned its attention to the need to quickly respond to the impacts of Covid-19.

Thus, as we arrive at the Comprehensive Visit in April of 2021, we find an institution who has worked through the impact of a major realignment, responded to a pandemic, planned for the future and moved forward with implementation of initiatives to pro-actively address its future.

(NOTE: The actual visit occurred with a single representative of the Team on campus and all remaining Team members at a distance. All sessions between the Team and the constituents were held using one of several Zoom rooms)

Interactions with Constituencies

During the course of the visit Team members interacted with the following individuals:

23 students

Purdue University Board of Trustees-Vice Chair of Trustees, Trustee, Student Trustee

Senior Associate Commissioner and Chief Academic Officer Indiana Commission for Higher Education

Chancellor

Vice Chancellor Academic Affairs

Vice Chancellor for Enrollment and the Student Experience

Vice Chancellor Communication and Marketing

Chief Diversity Officer

Vice Chancellor for Development and Alumni Development

Associate Vice Chancellor for Financial and Administrative Affairs Associate Vice Chancellor for Academic Programs

Associate Vice Chancellor for Human Resources and the Office of Institutional Equity

Chief of Staff to the Chancellor

Interim Vice Chancellor of Finance and Administration/Special Project Manager

Associate Vice Chancellor for Teaching and Learning/Professor of Communication

Associate Vice Chancellor for Academic Programs/Interim Dean College of Professional Studies/Professor of Education

Executive Director, Academic Accountability and Student Success (Centralized Assessment)/Director of Assessment and Accreditation/Accreditation Liaison Officer for HLC

Executive Director Career Development Center)

Director of Strategic Planning and Associate Professor of History

Director of Institutional Research

Executive Assistant to the VCAA

Faculty Affairs Director

Dean of Doermer School of Business

Dean of Students

Dean of College of Visual and Performing Arts and Professor of Theatre

Dean of College of Arts and Sciences

Dean of College of Engineering, Technology, and Computer Science

Associate Dean of the College of Arts and Sciences

Assistant Dean Engineer, Technology and Computer Science/Assoc. Professor

Associate Librarian and Director of Library Academic Services

Visiting Associate Librarian

Associate Vice Chancellor and Registrar

Director School of Education and Professor of Education

Chair of the Department of Physics

Chair of the Department of Mathematics and Statistics

Chair and Associate Professor of Human Services

Chair of the Department of Psychology and Chair of General Education Subcommittee

Senior Director, Student Advising and Advocacy

Special Projects Manager/Business Manager for Advancement

Director of Student Success Curriculum and Assessment

Director Collegiate Connection (dual credit)

Director of Development

Director of Accounting Services

Director of Graduate Studies

Director of Financial Aid

Director of Student Housing & Residential Aid

Director of the Honors Program

Director of Student Leadership

Director of Student Programs

Assistant Director of New Student Programs

Wellness Director

Director of Accessibility Center

Director of Center for Learning and Teaching

Associate Director of Human Resources Deputy Title IX Coordinator

Associate Director of Compliance, Title IX Coordinator

Learning and Development Director (Human Resources and Institutional Equity)

Disability Access Center Director

Director Center for Enhancement of Learning and Teaching

Associate Director Center of Enhancement of Learning and Teaching

Director Student Outreach & Support

Director of Financial Aid

Executive Director of Career Development Center

Associate Director of Athletics

2 - Associate Director HR & OIE

Executive Director of Distance and Continuing Education

2 - Professor of History

2 – Associate Professor of History

Associate Professor of Criminal Justice

Associate Professor of English and Linguistics

Associate Professor of Biology

Professor of Biology

Professor of Physics

Assistant Professor of Industrial Engineering Technology

Associate Professor of Industrial Engineering Technology

2 – Professor of Mechanical Engineering

Associate Professor of Computer Science

Professor of Mathematics

Associate Professor of Mathematics and Statistics

Assistant Professor of Ceramics

Professor of Interior Design

Associate Professor of Spanish

Associate Professor of Communication Sciences and Disorders

Asst Professor of Interpersonal Communication

Clinical Assistant Professor Education

Clinical Instructor of Theatre

2 - Associate Professor School of Music

Senior Lecturer and Chair of Hospitality Tourism Management

Professor of Political Science

Professor of Philosophy

Professor of Drawing and Painting

Professor, Anthropology

Associate Professor Sociology

Basic Course Director Communication, Senior Lecturer

Lecturer Communication

Presiding Officer of Senate

8 additional Faculty-Faculty Senate Representatives

President, Administrative and Professional Staff Advising Council, Director of Customer Services Center

Clerical and Service Staff Advisory Committee Member

2 - Information Systems Academic Computing

LMS Specialist- Faculty IT Support

Student Information System Business Analyst

Additional Documents

Additional documents requested were placed in the Addendum Section by the University.

The Team was provided a demonstration of their digital dashboard.

The Director for the Center of Enhancement of Learning and Teaching also provided the Team access to a sample of actual online course sections.

The on-site Team member also reviewed the following:

- a. Ten faculty files (mix of tenure, tenure track, and visiting professors)
- b. Three pamphlets from the Chancellor: (1) Purdue University Fort Wayne 2019 Campus Master Plan, (2) Purdue University Fort Wayne The Power of Partnerships, and (3) Purdue University Fort Wayne Strategic Plan 2020-25
- c. Information on PFW via College Navigator operated by the National Center for Education Statistics

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The institution's mission is articulated publicly and operationalized throughout the institution.

The assurance argument and evidence presented confirm Purdue University Fort Wayne's (PFW) mission was developed through a process suited to the institution's context. PFW's mission was updated in 2019 as part of a strategic planning process that occurred after an agreement between the Board of Trustees of Indiana University and Purdue University to realign the institution. This mission creation aligns with the parameters for the mission of regional metropolitan campuses designated by the Indiana Commission for Higher Education (ICHE). The evidence revealed ICHE approved a Policy on Purdue University Fort Wayne Metropolitan Campuses on June 13, 2019. This policy outlines the characteristics that PFW's mission must reflect. As a result of this action by ICHE, PFW developed a renewed mission through a strategic planning process. PFW's final strategic plan was presented as evidence in the assurance argument.

PFW's mission align with the ICHE policy on Purdue University Fort Wayne, which designates this institution as a regional metropolitan University serving northeast Indiana. The evidence presented in the assurance argument in the form of the PFW Strategic Plan – Action Plan details the institution's emphasis on various areas (Champion Student Success; Enhance Quality of Place; Embrace Diversity, Equity, and Inclusion; & Promote Community Engagement).

The assurance argument notes that PFW's mission and related statements align with the ICHE's Policy on Purdue Fort Wayne, which defines the nature, scope, and intended constituents of the higher education offering and services PFW provides. The evidence is found in the preamble of the Policy on Purdue University Fort Wayne Metropolitan Campus document dated June 13, 2019. PFW's mission and related statements align with this policy.

The assurance argument and evidence presented confirm PFW's academic offerings, student support services, and enrollment profile are consistent with its stated mission. The ICHE's Policy on Purdue University Fort Wayne directs the mission of PFW with defining characteristics that influence the institution's academic offerings, student support services, and enrollment profiles as it relates to its mission.

The evidence revealed that PFW's academic offerings comply with University policy. PFW's academic offerings include certificate programs, associate degree programs, baccalaureate programs, and professional master's programs. In alignment with its mission and in compliance with, the Policy on Purdue University Fort Wayne, the majority of PFW's degree programs are at the baccalaureate level (52 baccalaureate programs), in addition, PFW offers 16 masters programs, 30 undergraduate certificate programs, and 6 post-baccalaureate certificate programs. Under the direction of ICHE, PFW does not offer remedial or developmental courses. To address student, academic preparedness PFW provides tutoring services through the Tutoring Center, with additional academic support services housed in the College of Arts and Sciences (Writing Center, Foreign Language Lab, and the Math Tutoring and Testing Center). Also, a tutoring support and peer mentoring program is available for students that are part of the College of Engineering Technology and Computer Sciences.

Student support services efforts align with ICHE charge to PFW to serve "...diverse [students] including both recent high school graduates and adults, many of whom are first-generation students, low-income students, or other students balancing their education with work and family obligations" (ICHE, 2019, p. 1). During the visit, faculty indicated PFW has a program for high school students titled Young Scholars Academy. The Young Scholars Academy enrolls 70 high school students, with 99% of the students being low-income and/or racial minorities. This program provides high school students with access to PFW resources, makes college more accessible, and provides support services. The evidence in the assurance argument documents reflect students are provided support through the following offices:

- The Office for Diversity and Multicultural Affairs (ODMA)
- The Center for Women and Returning Adults (CWRA)
- "Being First" and "Flying First" Programs
- The Resource Center at Purdue University Fort Wayne that provides an educational, supportive, accepting, and inclusive environment for LGBTQ+ students
- TRIO Program (serving over 140 students annually)
- Upward Bound Program

As a result of strategic planning, in January 2021, ODMA, CWRA, the Resource Center, Trio, and Upward Bound were moved from student affairs to the new Office of Equity and Inclusion under the leadership of PFW's first Chief Diversity Officer. This realignment of offices aims was meet the strategic plan's goals in the areas of:

- Student success
- Quality of place

- Diversity and inclusion

During the visit Purdue University Fort Wayne faculty noted the conversion of a parking garage into a Wi-Fi hotspot to address student needs during the Covid-19 global pandemic. This is an example of PFW's student support services meeting students' needs and their responsiveness to Covid-19.

The assurance argument and evidence presented confirm PFW's enrollment profile demonstrates consistent progress to meeting its expressed mission. Evidence showed that in 2019 PFW eliminated conditionally admitted students. This was a result of an analysis that revealed conditionally admitted students were more likely not to persist. To remain consistent with its mission, PFW initiated an agreement for students to enroll at Ivy Tech and have the option to take courses at PFW.

Additionally, PFW's mission charges the institution to serve the region. This is confirmed with PFW Enrollment by Residency Dashboard data that indicated Indiana state residents, Ohio Reciprocity, and Midwest Student Exchange Students account for over 94% of PFW's student population.

As documented in the assurance argument, PFW's mission is clearly articulated through public information to facilitate a clear understanding. Through University branding efforts and messaging efforts, PFW's mission and associated statements are displayed across multiple platforms, such as the University's website, media relations, student recruitment materials, and advertising (television, billboards, print, and radio). Students noted that the mission and associated statements are present in the student handbook and on the University's website during the visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The institution's mission demonstrates commitment to the public good.

Purdue University Fort Wayne demonstrated actions and decisions that its educational role is to serve the public, not solely the institution or any superordinate entity. As directed by the ICHE's Policy on Purdue University Fort Wayne, PFW's primary responsibility is to provide access to higher education in the metropolitan region of northeast Indiana and surrounding communities. PFW operationalizes the Policy on Purdue University Fort Wayne through the following statements defining the characteristics of the Metropolitan designation:

- Focuses on aligning outcomes of educational programs with the economic and social priorities for the metropolitan region. Emphasizes the value of applying university research resources to tackling challenges of and creating opportunities for the metropolitan region.
- Builds intentional educational opportunities that create mutual benefits for students, the institution, and the metropolitan region focused on integrating student learning in "real life" experiences in industry, social agencies, and governmental bodies.
- Responds to economic development needs of the metropolitan region through developing educational programs that support the professional and technical needs of emergent industries.
- Enhances the quality of life in the region through artistic and humanistic programs that affirm the value of inclusivity inherent in a vibrant metropolitan area.
- Evolves a culture of inclusive excellence that emphasizes leveraging our educational resources to close equity gaps for the region's citizens.

Purdue University Fort Wayne has developed an action plan with specific goals, metrics, and core values that align with the defining characteristics. This guides PFW's commitment to the public good.

PFW serves the public by engaging the community through research activities and leveraging faculty expertise to impact the Fort Wayne community through 10 current and 3 planned Centers of

Excellence. In March 2019, the Perryman Group conducted an economic impact study and found PFW's impact on Indiana business activity includes an estimated \$269.1 million in gross product each year, and nearly 3,350 jobs when multiplier effects through the economy are included. PFW tracks its institution's relationships with community partners, which details its partnerships in the Fort Wayne community and across the region.

The assurance argument notes PFW educational responsibilities take primacy over other purposes. The evidence presented in the form of 2018-19 IPEDS Financial Survey reported, expenditures on instruction, academic support, and public service accounted for 58% of PFW's budget, this is consistent with PFW's mission. In addition, student services accounted for 11.84% of spending.

Purdue University Fort Wayne is a public higher education institution in the State of Indiana. It is governed by a system-wide Board of Trustees. The Board of Trustees and the Indiana Commission for Higher Education provide the legislative oversight structures for the institution. The Board of Trustees determines the mission for the institution. As an Indiana public university, PFW is not part of a parent organization or a for-profit entity. Therefore, it does not contribute to external interests.

The assurance argument and evidence presented confirm PFW engages with its external constituencies and responds to their needs as its mission and capacity allow. This is evident in PFW's activities with the community through the Office of Engagement. The Office of Engagement actively seeks business and community partnerships as noted in the PFW's 2017-2018 and 2018-2019 report. This report details PFW's engagement with external constituencies in the following areas:

- research capabilities
- intellectual-property
- technical assistance
- internships, cooperative education, and student hiring
- workforce-development programs and corporate training opportunities
- seminars and outreach
- network events

PFW's colleges and departments collaborate with external constituents through engagement with community advisory boards and partnerships with education and other organizations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Purdue University Fort Wayne aims for its students to be informed citizens through its curricular learning outcomes, specifically, the "Sense of Community" outcome located in the Baccalaureate Framework. The Sense of Community Outcome states "Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives." This outcome is met through several academic course offerings. In addition, PFW provides co-curricular activities that prepare students for informed citizenship and workplace success. The activities below are examples:

- CVPA - Seth Green's Empty Bowls Fundraiser benefiting PFW Food Bank
- COAS START Project
- Doermer School of Business Passport to Success program, a cocurricular graduation requirement for the majority of business majors.
- Doermer School of Business and the PFW Career Center mini-conference
- Women's Professional Development Day focused on professional development for women but open to all genders

Student Affairs and the Career and Development Center demonstrated efforts to provide co-curricular activities to prepare students for informed citizenship and for workplace success. These efforts are found in the Student Affairs Annual report and the Career and Development Center's programming schedule.

PFW demonstrates a commitment to inclusive and equitable treatment of diverse populations. PFW has policies that ensure overall inclusion and equitable treatment in the workplace. These policies are:

- Equal Opportunity, Equal Access and Affirmative Action
- Resolving Complaints of Discrimination and Harassment
- Procedures for Anti-Harassment
- Nondiscrimination Policy Statement

PFW conducted a Campus Climate Survey in the Fall of 2019. The Campus Climate Survey resulted in recommendations around diversity, equity, and inclusion. An example of PFW, enacting the recommendations from the Report on Campus Climate Survey is noted with the creation of the Chief Diversity Officer (CDO) position and the Office of Diversity, Equity, and Inclusion. PFW's CDO is a member of the Chancellor's Cabinet to ensure diversity, equity, and inclusion is institutionalized throughout the university.

In addition, PFW's efforts around diversity, equity, and inclusion were mentioned in many sessions during the campus visit, confirming a great emphasis on diversity, equity, and inclusion at PFW. It was evident the extensive work done in this area is having a positive impact on the campus. It was also mentioned during the visit that PFW has created an Associate Vice Chancellor/Ombudsperson position that serves as an advocate for individuals to ensure equitable treatment within the campus community.

Purdue University Fort Wayne fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives. Evidence of this is seen in the University's Civility Statement that affirms PFW's commitment to fostering a climate of respect for all students, faculty, staff, and administrators. PFW's Civility statement aligns with Purdue University's Senate Document (17-03), which affirms the faculty body's commitment to assuring a climate of respect. The Student Code of Conduct and Student Handbook detail student rights to a nondiscriminatory campus environment and institutional commitment to maintain a community that recognizes and values the inherent worth and dignity of every person; fostering tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In addition, the assurance argument noted activities by PFW to foster a climate of respect. Examples of these training topics are:

- Nondiscrimination and anti-harassment
- Americans with Disabilities Act
- Sexual violence awareness
- Conflict resolution from the Office of Institutional Equity

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Purdue University Fort Wayne's mission is clear and articulated publicly. Navigating the challenges of organizational change, the institution has developed a mission that is suited to its context. Purdue University Fort Wayne's mission has been operationalized through its strategic plan and actions plan, which intentionally guides its actions. It was evident in the assurance argument and campus visit that PFW's mission drives the institution's operations, PFW functions for the public good, and PFW has an institutional commitment to providing opportunities for civic engagement in a diverse, multicultural society and globally connected world.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

The mission of Purdue University Fort Wayne is established by the Indiana Commission for Higher Education (ICHE) with the current version presented in the Policy on Purdue University Fort Wayne Preamble (June 13, 2019). This includes teaching, research, and professional service. Serving the second largest city in Indiana, a region comprised significantly of business and industry, the Fort Wayne campus serves a distinctive role in providing leadership by using its resources to improve the quality of life. ICHE states the University "does so in alignment with the Commission's Reaching Higher strategies for advancing student access, affordability, and quality education while increasing college completion rates and productivity". To further this role, PFW has been designated a Metropolitan University. Further information on the role of this designation was expanded upon by the representative from ICHE that the Team met with during the visit.

ICHE states that the mission of PFW should reflect the following defining characteristics:

1) Profile: PFW serves a diverse student body including both recent high school graduates and adults, many of whom are first generation students, low-income students, or other students balancing their education with work and family obligations. Purdue University Fort Wayne 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...

2) Educational Responsibility: The primary educational responsibility of Purdue University Fort

Wayne is to offer baccalaureate degree programs as well as an array of master's degrees. Under appropriate circumstances aligned to workforce demand, Purdue University Fort Wayne 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...

3) Governance: In accordance with the Realignment Agreement, and except as described in Article II, Section F of the Program Transfer Agreement... Purdue shall be the University with the full power, authority and responsibility to manage and operate the Fort Wayne Campus ...

4) 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.

5) Developmental/Remedial Education: Purdue University Fort Wayne is encouraged to address student-preparedness issues through tutoring, mentoring and other programs....Purdue University Fort Wayne may partner with the community colleges to offer remediation....

6) Student Residences: To promote affordability and reduce campus costs, Purdue University Fort Wayne may offer sufficient on-campus housing to meet the student demand...

7) Finance: The Indiana General Assembly provides direct appropriations to Purdue University Fort Wayne based on recommendations from the Commission that are developed in consultation with Purdue University....

8) Research: Purdue University Fort Wayne facilitates both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region...

9) Degree Completion: Purdue University Fort Wayne should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials...

10) Affordability: Purdue University Fort Wayne should place affordability at the forefront of decisions around resource allocation. (Indiana Commission for Higher Education, 2019, p.1-2)

The current locally developed Mission Statement, Vision Statement and Values were developed as a part of an inclusive strategic planning process at Purdue University Fort Wayne and are included in the current strategic plan for 2020-2021 which is entitled Empowering Transformation. The Board of Trustees approved the University's mission, as a part of its inclusion with the strategic plan in June of 2020

The current mission statement of Purdue University Fort Wayne is " We educate and engage our students and communities by cultivating learning, discovery, and innovation in an inclusive environment." Their Vision Statement is "Empower every person, every day, to improve our world" and they publicly declare four aspirations-- Champion Student Success, Enhance Quality of Place, Embrace Diversity, Equity, and Inclusion, and Promote Engagement with Our Communities. These value statements are consistent with the institution's strategic plan and the mission for this institution as outline by the Indiana Commission for Higher Education

PFW operates under a comprehensive set of policies related to ethics and integrity of its operations.

System level University Ethics Policies form the framework that assures that the University will operate with integrity in all of its functions. Consistent and in support of the System policies, Purdue University Fort Wayne provides additional policies at the campus level which either address specific campus needs or provides greater clarity or specificity to the System policies. Volume III of University Policies state the system ethics policies and include specific codes of conduct (Volume 3.A), conflict (Volume 3.B) and assurance of equal opportunity. General regulations concerning student conduct have been established, and academic misconduct has been defined. Academic departments are required to develop a written policy that will address the professional or ethical standards of their discipline, and students are responsible for being familiar with these policy statements.

To assure integrity in the financial operations as well as compliance with federal and state regulations and University policies an independent internal audit occurs annually. This is directed by the Purdue University Audit Group- a division which includes auditors who have no management or operating responsibilities for units they audit. This audit allows for review of all operations within the system. Because of the comprehensive nature it was identified within the assurance argument that this process ensures that Purdue University Fort Wayne:

- *Achieves strategic objectives and plans in a timely manner.
- *Appropriately identifies and manages risks through a strong system of internal controls.
- *Interacts with various governance groups in a comprehensive and timely manner.
- *Engages in best practices for continuous improvement across all administrative units.
- *Acquires, and efficiently uses and protects resources.
- *Assures accuracy, reliability, and availability of financial, managerial and operational information.
- *Acts in compliance with policies, standard, laws and regulations.
- *Addresses significant legislative and regulatory issues.
- *Integrates information technology to accomplish institution's objectives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

The institution presents itself clearly and completely to its students and to the public.

Purdue University Fort Wayne provides information to its constituents through a variety of sources many of which are found through the University homepage. These are inclusive of the catalog, admissions website, consumer information page and descriptive page about the University. The Office of Institutional Research (OIR) is the steward of all the University's data. They compile information from various offices throughout the University, verify that information and maintain that data. They then use that information in the creation of a Consumer Information page which provides a variety of very functional and comprehensive dashboards. Data used for external representation of the University is provided through the completion of a data request form or direct request to OIR. This process ensures that all data shared is based on the most recent census, is accurate and is consistent over time and reports. A demonstration provided during the visit allowed Team members access to internally used dashboards. This demonstration confirmed the existence of a very comprehensive, usable system based on current data.

HLC status is provided on the Institutional Website on the "About the Institution Page". In addition, the Accreditation Website provides public access to HLC's actions and decisions relative to PFW, as well as a list of accredited programs and their most recent accreditation information.

The Consumer Information Page provides access to the Net Price Calculator Tool. The estimated cost of attendance is calculated annually and provided for download through the University website. This site also assures compliance with Federal Regulations for Higher Education including compliance with the Clery Act requirements through access to the annual police report.

The University Catalog serves as the public declaration and official record of academic programs, and policies. The primary sources for communicating academic offerings for the University is the University Catalog, College and Academic Departmental websites, and marketing materials provided from the Office of Communications and Marketing. It is the University Catalog which serves the role of primary record of academic offerings. It is prepared by the Registrar. The catalog is reviewed

and updated annually to assure its accuracy in the representation of academic programs and course information, academic regulations, campus policies, general education requirements, and state supported articulation pathways. Published deadlines have been created to assure that the most current information is in the catalog and available for student advising. Additionally, to assure that students have the information to efficiently proceed toward graduation, the Registrar's Office provides a dynamic schedule that is updated prior to registration each semester. This provides students a class schedule tool which allows them to search by academic program and course. Students see schedules of classes for both the upcoming term, as well as prior terms allowing them to identify if their course is likely to be offered.

The Office of Communications and Marketing is responsible for ensuring the website, as well as the recent billboard campaign accurately represents the University. In developing this material, the Office of Institutional Research Dashboards are used ensuring consistent and accurate representation of information.

Purdue University Fort Wayne, as a comprehensive metropolitan campus serving the northeastern Indiana region, engages in the community through teaching, research and service. Academic departments provided the specifics of any engagement in their Departmental Annual Reports. These reports are reviewed by the respective Dean to produce a College level report.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Purdue University Fort Wayne is under the governance of the Board of Trustees of the Purdue University System. This 10-member Board consists of seven members selected by the Governor of Indiana, three selected by the Purdue Alumni Association from its membership and one student trustee. Members (with the exception of the student) are appointed for three-year terms. New trustees begin their terms on July 1st. Prior to the next Board of Trustees meeting which occurs in August the new trustees take part in a two-day orientation program which includes meeting with University and student leaders. In conversation with representatives from the Board, it was noted that they continue to increase their knowledge through information provided by the Association of Governing Boards, professional publications and re-occurring communication with the Purdue University System President and the University Chancellors. During this HLC Comprehensive Accreditation Visit members of Team met with two Trustees and the Student Trustee. These individuals identified that they maintain knowledge about the institutions in the Purdue University System through information that is brought to the Board and interaction with the Chancellors that occurs an average three times per year. The Trustees with whom the Team met indicated that they had not read or reviewed the institutions HLC Assurance Argument. Given the length of tenure of the Chancellor and the recency of the realignment this document could serve the Board as a comprehensive overview of the institution at this time.

The Board of Trustees for this institution is a governing board for a university system and thus must consider the interests of the system as the whole in balance with the interest of the individually accredited member institutions. The Board of Trustee's Bylaws specifically identify that a "Trustee

shall act and make judgements always on the basis of what is best for Purdue University as a whole and for the advancement of higher education in general".

The critical oversight relative to the well-being of the University is provided through five board committees which are the following:

*Academic and Student Affairs Committee, which oversees academic functions.

*Audit and Risk Management Committee, which oversees the University's financial position, risk profile and risk financing mechanisms.

*Compensation Committee, which oversees the recruitment, compensation, and retention of the president, other senior administrators, officers and coaches.

*Finance Committee, which oversees the treasurer's management of the University's investments, funds and trusts, and debts.

*Physical Facilities Committee, which oversees construction and renovation of the University facilities, including student housing.

The agendas from the regularly scheduled Board meetings evidence the interests of Purdue University Fort Wayne that are addressed by the Board.

The interests of internal and external constituencies are shared with the governing board through the presentations of Purdue University Fort Wayne's Strategic Plan, a document which was developed through a very inclusive process that represented both internal and external constituencies. In discussion with the Board they articulated the impact of Purdue University Fort Wayne on their local area. The Board is well aware that this thriving region needs the assistance of the University in addressing the need for approximately 7,000 individuals to meet workforce demands.

The Bylaws of the Trustees of Purdue University articulate the expectation within the Trustee Code of Conduct, that a Trustee should act on the basis of what is best for Purdue University in general and for higher education as a whole. The Code identifies that a Trustee must follow both the Conflict of Interest Policy as articulated in Article X of the Bylaws, as well as Indiana State Law. Trustees are to avoid conflict of interest, but if one should emerge must disclose such conflict and refrain from voting. This topic has been comprehensively addressed with steps articulated within the Bylaws for responding to allegation of Code of Conduct violations as well as dealing with breaches of the Code of Conflict.

Trustee's actions demonstrate that they take the Conflict of Interest Policy seriously. To maintain a current understanding of the topic, it is reviewed annually by the Board and Board members sign a conflict of interest statement. Both of the Trustees who met with the Team during the visit provided examples of where they considered this policy in their action. One example included the articulation of a conversation which sought legal advice and the example provided by the second Trustee referenced when they abstained from voting.

Powers and the role of the Purdue Board of Trustees are articulate in Article 23 of the Indiana Code 2018. As stated in #8 of the Trustee Code of Conduct which is a part of the Bylaws of the Trustees for Purdue University, "A Trustee shall understand the role of the Board as a policy making and

oversight body and avoid active involvement in administration of that policy unless specifically authorized to do so by the Board". The Assurance Argument listed nine specific responsibilities held by the Board. They included the following: the determination of student admission standard and the awarding of financial aid, the approval of all academic degrees, setting of tuition, fees, and other charges, establishment of policies for the investment of University funds, approval of promotion and tenure of faculty, approval of the appointment of University officers and deans, regulation of student, faculty, and employee conduct, approval of the establishment of academic and operational division within the University and the management of University property.

Although the Board of Trustees may approve academic programs, Trustees who met with the Team during the visit articulated that they lean on data and on the "boots on the ground" which is inclusive of the administration and the faculty, in the making their decision. They do not get involved in individual academic issues, but rather information is channeled up to the Board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Purdue University Fort Wayne articulated their commitment to academic freedom and freedom of expression which is supportive of teaching and learning within a context that protects the rights of the individual and the functioning of the University. Documents from multiple levels within the organizational structure were provided which articulate this institution's supportive policy for academic freedom and freedom of expression.

As a member of the Purdue University System, this institution is guided by the System level policy. Purdue University Policy Statement 1.A.4 which was updated February 1, 2020 serves the role of reaffirming Purdue University System's commitment to academic freedom which it identified as essential to their mission and as "critical to diversity and intellectual life". The policy articulates its applicability across institutions, inclusive of faculty, researchers, and students and addresses freedom in the classroom in the discussion of subject matter, the communication of work, the advocacy of solutions to human problems and the criticism of institutions. The System also articulates its commitment to freedom of expression guaranteed by the First Amendment of the U.S. Constitution with their statement of "Commitment to Freedom of Expression". Applicable to all members of the University community it guarantees each individual the freedom to explore controversial issues within a culture of civility and respect and within the parameters of the legal system.

At the institutional level, Purdue University Fort Wayne articulates within their University Principles its commitment to both academic freedom and freedom of expression. Consistent with the System policy it expresses the importance of freedom of thought and expression within an academic community. The importance of this concept is demonstrated by its inclusion within the six University Principles that are presented to the public and easily accessible on the University's website.

Purdue University Fort Wayne's faculty and staff confirmed during the visit that the University's actions demonstrate their commitment to both academic freedom and freedom of speech for students. Multiple faculty referenced freedom in the delivery of instruction, as well as an open environment on campus for the delivery of programs on topics that might be considered controversial. It was proudly noted that they had been granted a "green light" by the Foundation for Individual Rights in Education (FIRE), an organization whose mission is to defend the individual rights of students and faculty members at colleges and universities across the United States. These rights include freedom of speech, freedom of association, due process, legal equality, religious liberty, and sanctity of

conscience. If a college or university's policies do not seriously imperil speech, that college or university receives a "green light." The University's designation of a green light indicates FIRE is not currently aware of any serious threats to students' free speech rights in the policies on that campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

Purdue University Fort Wayne supports both basic and applied research. OAA 02-1 specifies a 25% reduction in credit hours for individuals documenting a "pursuit of an active research program". Policies governing professional standards are guided by the Purdue Statement of Integrity and Code of Conduct which addresses ethical conduct related to all University activities including research. This is supported by the PFW Integrity Statement. Research specific, S-20-Responsible Conduct of Research (RCR) is the Purdue policy that establishes professional standards for research specific activities. Any individual in the System involved in research, whether faculty, staff or student, are accountable to these standards.

To assure compliance with policies any individual conducting research is required to participate in RCR training which consists of a mandatory online module as well as customized discussions and trainings that are administered by each college, school or center. Purdue University's Office of Research and Purdue University's Institutional Review Board provide the oversight to the IRB Process.

At Purdue University Fort Wayne support is provided to researchers through two offices. The Sponsored Program Office works specifically with funded research. They ensure integrity throughout an entire project from proposal development to grant management and final reporting. The second office entitled, University Research and Innovations provides funding and training for both faculty and students for research, scholarly activities and creative endeavors. They also work across campus and the community to promote research.

Student researchers are provided guidance by the University Research and Innovations Office relative to the ethics of research and information on Purdue Policy S-20 on the Responsible Conduct of

Research. Specific to student researchers, faculty at PFW sponsoring a undergraduate or graduate researcher serve as mentors, providing guidance to assure that they adhere to all policies and standards. During the Visit the value of this mentoring arrangement and the opportunity to work on a research project was articulated by a student, during a meeting with students, as a highlight of their experience on campus. Additionally, after the visit was completed a student sent the University a letter asking that it be forwarded to the Team where they shared the significant impact that their experience at PFW had provided in opening up doors for future opportunity for research in a doctoral program.

The Purdue University Statement of Integrity and Code of Conduct provides an overarching declaration that informs specific policies and procedures regarding conduct, enforcement, and accountability. More specifically Policy III.A.2 Purdue University Research Misconduct is applied to an individual involved in any aspects of research through the University.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Purdue University Fort Wayne has successfully demonstrated it acts with integrity and conducts itself ethically. A comprehensive array of policies that would ensure fair and ethical behavior have been developed by the Purdue University System and are applicable to Purdue University Fort Wayne. In many cases this institution has parallel policies which provide for greater clarity, specifics, and reinforcement of the System policies as applicable to the institutions. The existences of processes and departments in support of these areas confirm the implementation of these policies.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

The rigor of the institution's academic offerings is appropriate to higher education.

The Purdue University Fort Wayne (PFW) courses and programs are current and require levels of student performance appropriate to the credential awarded. PFW evidences the processes for reviewing and approving both graduate and undergraduate courses as outlined in the Course Processing Flowcharts evidence document. These processes include review and evaluation for appropriateness of student learning performance by faculty, department chairs, deans, the Vice Chancellor of Academic Affairs (VCAA), and the registrar. The process for graduate courses requires an additional layer of approval by the Purdue West Lafayette Graduate School. This additional review step assures that all Purdue system campuses offer graduate level courses aligned with appropriate credentials, are reviewed by graduate faculty, and require levels of student performance appropriate to graduate level degree, program, and or certificate expectations.

PFW utilizes an online (Curriculog) curriculum management software to facilitate the curriculum review and approval process. This system allows for multiple levels of reviewers to monitor and approve the status of a course, and includes feedback loops where adjustments can be made to align appropriate student performance with the course credential.

The policy document Approval Matrix Undergraduate and Graduate Programs Revised December 2020 provides an overview of the approval requirements for both undergraduate and graduate level degrees, and addresses majors, minors, certificates, concentrations, program name changes, and program termination. PFW has a published timeline affiliated with deadlines for each step in the

curriculum review and approval process. Undergraduate programs proceed through a multi-step approval process including pre-approval, department, college, University Remonstrance, Faculty Senate, VCAA, Chancellor, Purdue System, ICHE, and the HLC. The OAA memo 19-2 provides guidelines for developing student learning performance expectations appropriate to specific levels of learning. The review and approval process includes consultation prior to completing required proposal forms such as the PFW Request for New Major or Concentration-3-26-19. Once all forms are completed and submitted to the Office of Academic Affairs, the proposal proceeds through the program review and approval process. Throughout the approval process, multiple peer faculty committees and the Office of Academic Affairs review the documentation, and as part of that review verify that the learning outcomes and objectives proposed for the new program are at a level appropriate to the credential. These review and approval processes ensure that programs and courses are developed with the necessary rigor for the level at which they are offered. Programs are expected to develop student learning outcomes, map these outcomes to courses, and demonstrate the relationship between the outcomes and the progression through the curriculum. The institution also conducts annual program reviews which include course-level assessment and evaluation ensuring appropriate and timely updates based on current discipline standards.

PFW has developed guides for faculty to differentiate levels of student performance to be appropriate to the credential (OAA memo 19-2). A detailed Assessment Manual and Assessment Workbook developed in conjunction with participation in the HLC's Assessment Academy and reviewed by HLC's Assessment Academy mentors, provide guided steps to develop outcomes and curricular maps at a level appropriate to the course in the context of scaffolds, to ensure that students achieve expected levels of learning throughout the program. Evidence (DSB Learning Outcomes Differentiation Tables) examples show how the university-wide emphasis on student learning outcomes, assessment, and curricular mapping have helped improve the curriculum while supporting progressive student learning throughout the degree program. This effort has led to improved degree level differentiation for program learning outcomes and expectations for student performances as appropriate. The annual program level assessment practices also encourage the use of data to continually improve and refine student learning outcomes. Senate Document 15-6 outlines the rationale and components of the annual self-study conducted on all programs within a department. The institution states that "the assessment report emphasizes a strategy that integrates assessment in the teaching and learning process to improve student achievement relative to stated student learning outcomes", (p. 5) and leads "to the improvement of academic programs and continual improvement of ... student learning outcomes", (p. 6). During this process, program reports are reviewed by a college committee and the Director of Assessment.

PFW confirms consistency in program quality and learning goals across all delivery modalities and at all locations including distance delivery and dual credit offerings. This is evidenced in the curricula review process, program review process, and assessment process evidence documents presented for review. These reports show that there is integrated planning and review of programs and courses, and these practices are congruently occurring for all delivery modalities including distance and dual-credit offerings.

All dual credit courses are approved by the academic departments. Syllabi are required to demonstrate that all outcomes for the equivalent university offered course are aligned, that the expectations of the courses are the same, and that the evaluation of learning is at the same rigor as the university course for which students are awarded credit. A PFW faculty member observes at least one class session per semester and assessment data is required for PFW departmental review each semester.

On-line courses are designed and delivered by faculty in the academic department offering the course. The assessment of online courses is included in the annual departmental report as are courses delivered in traditional fashion. The lone distance location is Sweetwater Music which offers courses that are part of the Music Industry curriculum. Students in the program complete courses at both the main PFW campus and the Sweetwater location. All courses are delivered by PFW faculty. The programs that offer courses on the Sweetwater Campus are managed by the School of Music and are integrated with courses delivered at the Fort Wayne Campus as a hybrid delivery across two campuses. At this time PFW has articulation agreements, but is not engaged in consortial or contractual arrangements for undergraduate or graduate education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

As documented in the Assurance Argument, PFW has a robust gen-ed program that is appropriate to the mission, educational offerings and degree levels of the institution. The curriculum for the gen-ed program is founded in a set of courses that fulfill competencies in the "Foundational skills" and the "Ways of knowing" categories established by the Indiana Legislature. The institution articulates the purposes, content and intended learning outcomes of the gen-ed program which are publicly available on the Academics Website in the Explore Academics Section (<https://www.pfw.edu/academics/general-education/index.html>).

As described in the Assurance Argument, PFW's general education program is based on a statewide framework which is informed by AAC&U's LEAP initiative and associated expected outcomes. The general education program is based on three foundational areas: Written Communications, Speaking and Listening, and Quantitative Reasoning. These foundational intellectual skills are further developed by applications in the areas of Scientific Ways of Knowing, Social and Behavioral Ways of Knowing, Humanistic and Artistic Ways of Knowing, Interdisciplinary or Creative Ways of Knowing. An additional graduation requirement is a capstone experience that is three credits in

addition to the statewide general education requirements. The capstone can be independent of or included in the major. Over the last several years, the General Education Subcommittee has worked to refresh the general education program. Assessment of the program demonstrated that the general education curriculum as presently designed and operated is fragmented. Although the course assessment demonstrated that students are meeting the specified learning outcomes across courses within general education, it is clear that students experience general education as a disconnected set of individual courses rather than a coherent and meaningful program. As a result the General Education Subcommittee began proposing changes to general education in the Fall 2017 semester and presented a proposal through a series of Town Halls in February 2018. The GE Proposal Reading Package for Town Hall Meetings provides a description of the initial proposal including its structure and assessment plan. Based on feedback from the town halls, the General Education Subcommittee began work on a revised version of the 2018 Proposal. The feedback focused concern over the program structure that included sequenced courses over four years and predetermined levels (100, 200,300,400) of courses offered and the requirement of a course required of all students to address two ways of knowing in one of two tracks (interdisciplinary or creative), and the capstone requirement. In Spring 2018 to Fall 2019, the General Education Subcommittee worked on a modification of the proposal to address the feedback. As the structure was designed to increase coherence through the sequencing of courses, the interdisciplinary or creative tracks after completing the ways of knowing category, and the use of signature assignments throughout the program, the committee sought alternative designs to increase meaning for students. As described in SDS 20-18 Proposal for General Education Revision, the proposed revisions aim to significantly enhance the cohesiveness of the General Education curriculum by using a signature assignment across all Ways of Knowing courses with the theme of community, broadly defined as an interplay of processes that may be local or global, natural or sociocultural. This theme has the potential to increase student understanding of the real-life relevance of General Education coursework and facilitate campus contributions to the larger community, and it is consistent with the designation of PFW as a comprehensive metropolitan university. In addition, the proposed revision to the General Education program would ensure that students are exposed to the arts, an area integral to the quality of everyday life and valued by the university and community, by creating an Artistic/Creative Ways of Knowing category. An additional requirement to take at least one course with a focus on Diversity, Equity, Inclusion and/or Global issues would align to PFW's strategic plan emphasis on embracing values that support diversity, equity, inclusion, and global awareness. The current Capstone category, which includes courses that generally are not accessible to freshmen and sophomores and adds 3 credits above the state-mandated minimum for General Education, would be eliminated. In Spring 2020, the pandemic and move to remote learning stalled the progress through Educational Policy Committee (EPC) to Senate for approval. The proposal was approved by EPC in Fall 2020, but Senate tabled the proposal in December 2020. The proposal was before Senate again on March 15, 2021. During the site visit, the Team learned that the Senate had rejected the proposal, but has encouraged the General Education Subcommittee to resubmit it with better explanations of the structure and benefits.

The "Baccalaureate Framework" included in the evidence file lists categories and outcomes that ensure all students recognize human and cultural diversity. Demonstration of achievement is provided through the assessment process in general education and the mapping of the Baccalaureate Framework to degree programs and associated assessment in the Programmatic Assessment requirements. The "Student Affairs Annual Report 2019.20" included in the evidence file outlines numerous ways by which students can grow and develop lifelong skills to live and work in a multicultural world. In 2019-20 over 1100 students participated in educational programs aimed at increasing understanding of human and cultural diversity and developing lifelong skills for living and working in a diverse multicultural world.

In 2019-20 over 1100 students participated in educational programs aimed at increasing understanding of human and cultural diversity and developing lifelong skills for living and working in a diverse multicultural world. The 2019 FSSE Inclusiveness and Engagement with Diversity Topical Module asked faculty to select one of their courses to consider how much the course emphasized specific characteristics related to inclusiveness. Parallel questions in the NSSE asked students to report the extent to which they had experienced the items in their coursework. Viewed together, the NSSE and FSSE modules provide a sense of how much learning emphasis was paid to areas that support growth opportunities for students. Student and faculty responses to the NSSE and FSSE Inclusiveness and Engagement with Diversity modules closely align. For both faculty and students, the area that identified the greatest inclusion was the "respecting of expression of diverse ideas" with percents reported ranging from 53 to 68%. The area with the lowest rating was that of "exploring students' backgrounds through projects, assignments or programs" with ratings of agreement from 31 to 42 %. In general, across multiple responses it appears that more curricular intent on diversity would be appropriate. This will be addressed to a certain extent by the proposed revisions to the General Education curriculum. The strategic plan included in the evidence file prioritizes increasing the institutional emphasis on ensuring that both curricular and co-curricular experiences recognize human and cultural diversity and provide students with growth opportunities and lifelong skills for living and working in a multicultural world. Several strategic aspirations are aimed at making PFW a welcoming and accepting university with an atmosphere that values diversity of thought, experience, identity, ability, and culture.

For a comprehensive regional university that is focused on teaching and learning, faculty and students across campus are active in scholarship, creative work and the discovery of knowledge. This is detailed in the departmental annual reports included in the college reports. Faculty in College of Arts and Science (COAS) produced 11 books, 9 book chapters, 112 articles, 245 presentations and over 70 poems. In addition, COAS received 16 new grants for a total of \$632,606.29. The College of Engineering Technology and Computer Sciences provides another example of research activity in their individual departmental reports. In the 2019-20 Departmental Annual Report, Computer Science reported faculty members were awarded 14 grants for total funding of \$178,689. This included 7 external grants totaling \$117,689 and 7 internal grants totaling \$61,000. In addition, 11 grant proposals totaling \$1,163,405 are currently under review. Of the 11 grants, ten are external grant proposals. Engaging students in research is a priority for the campus. The Annual Student Research and Creative Endeavor Symposium is entering its 24th consecutive year. Student research is archived by the Library.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

The institution has the faculty and staff needed for effective, high-quality programs and student services.

The student body at Purdue University Fort Wayne and the population in the region is very diverse. In Fall 2020, 26% of the student body identified as a race other than White and the population has become more racially and ethnically diverse over the last decade, even as enrollment overall has declined. In 2011, only 19.6% of the student body identified as a race/ethnicity other than White. While the university has worked to provide support services that specifically cater to underrepresented and first-generation students, it acknowledges that work must be done to address diversity within its faculty and staff relative to its mission and for the diverse learners it serves. Demographic data provided by the institution indicate that only 15.5% of staff are American Indian, Asian, Black, Latino, or Multiracial. However, the faculty, overall, are more diverse than staff, where over 26.8% identify as a race/ethnicity other than White. When data is disaggregated, while over 15% of the student body identify as Black or Latino, only 7.4% of instructors and 11.6% of staff similarly identify. In addition, the University's Affirmative Action Plan (AAP) for 2021 indicate underutilization of women in faculty in most disciplines (i.e., Education, Fine & Performing Arts, Sciences, Business & Management Sciences, Engineering & Technology, Health Sciences, and

Public & Environmental Affairs) as well as among Executive, Administrative and Managerial staff and Skilled Crafts staff. The AAP also indicates underutilization of underrepresented racial and ethnic minorities in faculty in most disciplines (i.e., Engineering & Technology, Humanities, Library, Business & Management Sciences, Engineering & Technology, Fine & Performing Arts, Health Sciences, Humanities, Public & Environmental Affairs, and Sciences) as well as Executive, Administrative and Managerial staff and Service and Maintenance staff. The institution is aware of the challenges they face in diversifying their employees and have instituted new measures to address these challenges. Evidence provided in the assurance argument demonstrates that the university is taking aggressive steps such as the hiring of its first Chief Diversity Officer, intentional use of talent recruitment measures, such as investment in diverse recruitment sourcing, and the adoption of a central pillar in the 2020-2025 strategic plan to "Embrace Diversity, Equity, and Inclusion" with key goals related to the recruitment, development, and retention of diverse employees. In interviews with PFW administrators, it is evident that diversity and inclusion are major values and goals of the institution. Administrators, students, faculty, and staff all discussed the important work occurring in many areas across the university to advance diversity -- such as the implementation of an all-employee implicit bias training for recruitment and hiring, the breath of co-curricular experiences related to diversity offered to students, and the common desire to more reflect the student body it serves.

The institution maintains a faculty that is able to carry out academic and administrative responsibilities. PFW maintains a 25:1 student-to-faculty ratio. Currently, PFW maintains 174 tenured faculty, 57 tenure-track faculty, 54 continuing lecturers, 16 clinical instructors, and visiting instructors that serve 8,093 students.

Faculty are significantly involved in many aspects of university decision-making and are provided the time to contribute to university service. The Purdue University Senate approved SD 10-14 defining full-time workload fully aware of the time demands to carry out all classroom and non-classroom roles including curricular oversight, expectations for student performance, and involvement in the assessment of student learning. Internal dashboards confirm the time spent by faculty on non-instructional service. In addition, faculty workload is reviewed annually by department chairs to ensure time is appropriately allocated for service and academic responsibilities. Interviews with deans and department chairs confirmed that faculty were highly engaged in university service and in the management of their academic responsibilities, including student advising supplemented by professional advisors.

Evidence provided by the University showed an increase in the number of visiting faculty from 16 in Fall 2016 to 38 in Fall 2020, and a decrease in tenure and tenure-track faculty during the same period. The institution indicates these shifts are due to budget constraints that will be addressed as plans to increase enrollment are realized, but should continue to track ratios to ensure adequate faculty are available with dedicated non-academic and shared governance responsibilities. This is particularly important as the University has identified its academic advising efforts as key to retention, and its utilization of faculty as advisors in most disciplines to provide the right scaffolding and differentiation of support to students (in addition to professional advisors).

University policy for program and course development and review involve the faculty. Faculty propose new programs and courses at the department level, which then moves to college level review and ultimately University Senate review and approval. Program approval is done at the system level by the Board of Trustees based on recommendations from the University and its content experts from the faculty. In interviews with members of the Board of Trustees, they confirm their deferral to

subject matter expertise on program content and also on analysis by other administrators on regional demand for programs and job placement opportunities for graduates within a program. Interviews with members of the faculty assessment committee clearly articulated their role in the assessment of student learning at the course and program level.

The Faculty Affairs Committee is responsible for "standards of appointment" and credentials of instructors as defined in bylaws of the Fort Wayne Senate. In addition, PFW maintains procedures and policies for determining alternative credentials (Process for Determining Tested Experience in Hiring Faculty and IPFW Policy to meet Higher Learning Commission (HLC) qualifications for Dual Credit Instructors). A random review of faculty files by the onsite peer reviewer finds consistency with policies and a robust documentation of faculty review and employment decisions were maintained. Because PFW has an extension from HLC until September 21, 2022 to ensure dual credit instructors meet instructor qualification requirements, dual credit instructors were not specifically reviewed by the team.

The Faculty Affairs Committee also provides criteria for the recruitment and ongoing evaluation of instructors. A review of job placement ads and the qualifications of newly hired faculty demonstrated that the policy is being consistently implemented. In addition, faculty are evaluated regularly at PFW. Per policy, the default standard for all instructors is a terminal degree, or a degree at least one level higher than the degree for which a course being taught can be counted. Instructors teaching in graduate programs are required to hold the terminal degree as determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. A review of instructor files found consistency with the policy and a robust tracking of faculty credentials, promotional materials, personnel decisions, and student evaluations. The Associate Vice Chancellor for Teaching and Learning provides oversight of and guidance for the colleges and departments as it relates to faculty qualifications. The institution has plans to streamline and enhance documentation of faculty recruitment and qualifications as it plans to move to the use of Watermark Digital Measures to better track faculty qualifications at the course level. However, this transition was delayed due to COVID.

The institution maintains an "Annual Faculty Review Process" to ensure instructors are current in their disciplines. This includes individual course student evaluations and a review of scholarship and professional development activities. In addition, faculty are supported in professional development with funding (\$1,500 per year for tenured or tenure track faculty; \$1,250 per clinical, research or non-t/t faculty; \$750 per continuing lecturer). Regular programming is offered through the Center for the Enhancement of Learning and Teaching (CELT) and two annual teaching conferences. In response to COVID and the need to move many courses online or remote modalities, CELT hosted numerous digital pedagogy workshops and provided one-on-one coaching to instructors. In interviews with faculty, many of the virtual development opportunities instituted in response will continue beyond the pandemic because of their impact on enhancing teaching overall.

While policy does not dictate office hour requirements for instructors, the college deans and department chairs are responsible for ensuring instructors are available for student support. A review of course syllabi showed regular opportunities for students to meet with faculty in office hours. In addition, in interviews with students, many highlighted the robust opportunities for undergraduate students to participate with faculty in research and other project-based learning opportunities.

Faculty and professional staff provide academic advising for undergraduate students. Faculty are provided ongoing training through webinars and handouts. Professional staff advisors are required to hold at least a baccalaureate degree. Directors of college centers are required to have earned a

masters degree. Professional staff in all advising units and staff in the Office of Financial Aid are encouraged to and supported to attend national conferences. In interviews with academic advisors, they confirmed support for ongoing training and development. All newly hired financial aid employees attend the Midwest Association of Student Financial Aid Administrators Summer Institute and Leadership Symposium. This ongoing training will be important as the Student Opinion Survey indicated the lowest scores for "a school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education," (3.00/5.00).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

The institution provides support for student learning and resources for effective teaching.

Purdue University Fort Wayne serves a diverse population of students, including 38% that come from low-income backgrounds (e.g., Pell eligible) and about 45% who are the first in their family to attend college. In addition, meetings with students indicated that many are working significant hours while enrolled in the University. PFW has enrolled an increasing number of Black and Latino students in the last several years. Many services and programs provide support for all students, but are also designed to respond to the needs of underrepresented populations including the Center for Women and Returning Adults (CSRA), Office of Diversity and Multicultural Affairs (ODMA), Military Student Services, Services for Students with Disabilities (SSD), Student Assistance Program, The Resource Center, TRIO, and Upward Bound. In 2021, the university reorganized its student service units to ensure those which support underrepresented students were centralized with more dedicated support from the new Chief Diversity Officer. The University's strategic plan has prioritized support for diverse learners as one of its priorities. During the campus visit, there was a common enthusiasm among all stakeholders for the direction of the university and strong support for the inclusive vision and actions of the administration. In addition, the University maintains a robust and interactive data dashboard that enables institution decision makers to continually use real-time desegregated data to inform practices. While the Dean of Students Office managed a "students of concern" CARE reporting and outreach process prior to COVID, COVID increased the awareness and utilization of the system to connect with students who faced a variety of challenges.

The State of Indiana limits PFW from offering remedial course work per the Indiana Commission for Higher Education "Policy on Purdue University Fort Wayne" (June 13, 2019). However, PFW has partnered with the Fort Wayne Ivy Tech Campus to provide remediation for Ivy Tech students. This includes joint agreements for student support and residential living opportunities. In addition, the partnership agreement allows students falling under a 2.3 GPA to enroll at Ivy Tech and concurrently

take courses at PFW. PFW uses a Testing Service Portal to assure the initial placement in courses including mathematics, writing and reading, foreign language, and courses from specific academic units across the campus which require placement testing. The institution also provides virtual and in-person tutoring services and academic support services for all students including the Math and Science Tutoring Center, Math Mall, and Writing Center. In meetings with student support service staff and faculty, in response to COVID-19, the University enhanced its intrusive advising and other support services by creating mechanisms to identify specific students at risk of academic challenges. This included the addition of regular meetings to identify "students of concern" and additional proactive outreach to students facing academic probation or dismissal.

Each college provides professional academic advisors or faculty advisors to all students in their first year. In 2017, a collaborative and comprehensive review to examine advising was conducted by the strategic enrollment management advising group. This resulted in enhanced advisor training and the development of advising standards. A Student Success Action Planning Team also recommended organizational changes to meet the University's priority of increasing the retention rate to 70% within 5 years. Beginning in Fall 2021, PFW will move to a hybrid advising model with centralized and college-level advising. This new model will specifically enhance advising supports for non-declared majors in their first year. In meetings with advising professionals and faculty, the new collaborative intake advising model will provide first-year students will an assigned faculty advisor in their major or a major of interest and an assigned academic advisor in the freshman advising center that will stay with them throughout their academic journey. In addition, the University will continue to dedicate professional academic advisors to supplement faculty advisors in majors with large enrollments.

PFW has adequate infrastructure and resources to support its students and instructors. As evidenced by the campus tour attended by the on-site reviewer, facilities are up-to-date and well-maintained. In addition, administrators, faculty, and staff attest to the robust digital and physical resources provided by the institution, including 1,300 computers in labs. ITS directly manages \$8 million in expenditures and includes 50 staff members. The University's physical campus covers 52 buildings, encompassing 1,645,857 assignable square feet across 595 acres. The University continues to invest in capital improvements. For example, recent capital expenditures were dedicated to purchase and renovate Park 3000 to house the School of Business and selected administrative offices to address instructional space needs related to aligning space with needs for a modern business school. The 2021-2031 Ten-Year Capital Project Plan also provides a summary of major capital projects that have been approved by the Board of Trustees. In addition, in response to COVID-19, the institution provided digital support to the community by expanding wi-fi access to a parking structure for those who may have needed access after-hours.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Purdue University Fort Wayne provides high quality education, wherever and however its offerings are delivered. This includes providing academic offerings that are appropriate to the degree level. The evidence and campus visit show that PFW maintains a general education program appropriate to its mission that also recognizes human and cultural diversity and provides students with growth opportunities in these areas. PFW has the appropriate and well-qualified human resources to provide its academic programs and student services, and supports overall student learning and effective teaching.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

The institution ensures the quality of its educational offerings.

The assurance argument, on-site virtual meetings, and the evidence presented confirm that Purdue University Fort Wayne (PFW) has an established, functional, and comprehensive program review process. The evidence shows that actions on review findings are a part of this process. Policy documents show that revisions have taken place over time and are aligned with current institutional priorities for evaluating the quality and effectiveness of all programs and operational units.

The 1994 Senate Document 93-26 established the program review process as approved by the Faculty Affairs and Educational Policy Committees. Campus administration established general guidelines for the campus and the unit's administration. The faculty and staff were responsible for developing

unit level written procedures specific to the organization, conduct, and analysis of the review. In the 2017 revision, the Office of Academic Affairs (OAA) Memorandum 16-2 provided the guidelines for review of academic programs initially directed in the OAA Memorandum 12-1. The document established the operating principles and included the purpose and scope, content, process, outcomes, and the timeline for the reviews. The revision included setting the department review cycle at seven-year intervals with the Director of Assessment setting the review schedule. Role expectations were defined for the Offices of Academic Affairs and Institutional Research.

The Office of Academic Affairs Memorandum 16-3 Framework for Program Review is a companion document to the OAA Memorandum 16-2. This program review framework identifies three sources to be included in the review including the annual departmental report, annual assessment report, and institutional profile. The review topics included in the framework are program context, departmental profile, strategic direction, student learning, faculty, students and alumni, and year improvement plan. The process includes feedback loops and opportunities for revisions by the dean or his/her designee and requires review by at least two external reviewers. The final review is submitted to the dean and the Vice Chancellor of Academic Affairs (VCAA). The department then meets with the dean and the VCAA to discuss findings and a plan of action. The results of the meeting are then documented by the dean and/or VCAA and sent to the department chair. Program review outcomes data are considered as a part of the annual planning and budgeting processes at the school/college and campus levels. In the rationale for 5.B.1, a description of the program review data tied to the strategic plan and budgeting evidences the use of information to inform budgeting decisions. Deans are responsible for tracking the process of implementing the recommendations, and the progress of the action plan is part of the annual reporting process.

In the Team's review of the college/school and department specific program review reports, genuine efforts and expertise were applied to comprehensively report on the topics listed in the framework. The 2019 ETCS Annual Report provides an overview of the college's performance including strategic plan accomplishments, contributions to the communities and entities benefiting from partnerships, faculty expertise, and collaborations. The report also includes department level and program level reports covering seven common sections: unit goals, progress and accomplishments, evaluation and planning program viability, department undergraduate non-dual credit hour production, faculty-staff-student accomplishments, alumni information, resource allocation request, supporting documents, and annual program review data definitions.

A comprehensive review of departmental program review evidence documents showed an extensive, high-quality commitment to program evaluation. The 7-year program reviews covered the history, program demand and curriculum, major program changes since last review, departmental profile, degrees conferred, credit hours generated, number of majors and faculty, resources and budget, recruitment and retention rates, graduation rates, analysis of departmental profile, strategic direction including goals, program learning outcomes, alignment of learning outcomes, currency, relevancy, and measurability of learning outcomes, adequacy of assessment data and alignment with learning outcomes, faculty credentials, research, and professional development, students and alumni, and a 5-year improvement plan.

All program reviews included in the evidence files contained both quantitative and qualitative data analysis of the strengths and weaknesses of the programs including comments on directional trends for enrollment, retention, and student success metrics. These comprehensive reports contained detailed analytical tables and graphs including narrative defining the circumstances for the increases or decreases in enrollments, retention, completions, growth trends, and action strategies for program

improvements. Reports also contained sections identifying constraints, barriers, and environmental circumstances which were being addressed or requested as solutions to address program needs for consideration in future budgets. Action plans included current changes and future strategies and goals designed to improve the department, programs, curricula, and student learning.

Regarding non-academic program review, the topic was not addressed in the assurance review. During the visit, it was confirmed that some units in student affairs had been reviewed and the peer review Team chair was asked to verify whether a review plan was available. At the request of the team, a meeting was held to gather additional information. In addition, an evidence document titled "Outline of Annual Reporting and Program Review for Administrative Units", was uploaded as an addendum document. In this document, the infrastructure for assessing non-academic program reviews was identified along with the timeline for ensuing assessment processes. It was confirmed that this process was being developed in 2016, when there was a transition in the chancellor position. During this time, the institution was undergoing governance structure changes, and the newly appointed Chancellor and administration prioritized efforts on strategic planning and transitioning the institution from Indiana University Purdue University Fort Wayne to Purdue University Fort Wayne. The assessment of non-academic programs was continuously on the administration's radar and is aligned with embedded unit level evaluations as a part of the 2020-2025 strategic plan. The implementation of the non-academic unit assessment plan and annual reporting process is scheduled to begin at the beginning of the next fiscal year (July 1, 2021).

The Purdue University Guidelines for Credits evidence document defines the individual meeting, weekly, and term lengths of instruction time to establish an awarded credit hour. The number of meeting minutes per week ranges from 50 minutes to 300 minutes depending on the mode of instruction. The credit hour award is recognized for different instruction modes including lecture/recitation, presentation, laboratory, lab prep, clinic, studio, and experiential, research, and independent study. Mode definitions include expected outcomes and work time outside of class. A summary of the semester credit hours guidelines is presented as a table in the evidence document showing the awarding of credit hours and the time and duration requirements for each specific mode of instruction.

The institution evaluates credits it transcripts and has policy and practices in place for awarding credits including prior learning and the evaluation of responsible third parties. PFW has updated policies in place which have been approved by shared governance as evidenced in documents SD 85-18 and SD 16-45, titled as IPFW Academic Regulations and Procedures. This policy document was most recently updated in the spring of 2017, and covers all topics related to the acceptance of credits including transfer credit, credit by examination, achievement credit, and credit for military service. The responsibility for authorization of credits awarded or accepted resides at the department/division levels. This includes achievement credits awarded for International Baccalaureate Programs. The Registrar is directed to establish all forms and procedures to assure proper distribution of results and the recording of results on student records.

The Policy for Transfer of Credits evidence document confirms that Purdue Fort Wayne assures the quality of credits it accepts at transfer. An official transcript documenting undergraduate level prior credits earned must be from regionally accredited institutions and students must have achieved a grade of C- or higher for a course to be considered for transfer credit. Graduate level transfer credits are considered for students achieving a grade of B or higher (PFW online graduate catalog 2020-2021). The institution relies on the statewide transfer library, negotiated articulation agreements, and individual evaluations by the transfer office to assure that credits meet quality standards and align

with programs.

PFW maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all programs. Academic units determine prerequisite courses consistent with the progression of their curriculum and monitor the effectiveness of the curriculum as evidenced in multiple evidence documents (curriculum maps) submitted for Annual Program Review and Assessment Reports. The responsibility for the curriculum resides with both the faculty and university administrators through shared governance policy guidelines. The institution through its Remonstrance Procedures addresses new program and new course proposals. The documentation of these proposals is coordinated using a SharePoint site. The institution uses a software platform named the Purdue Curriculog system. This course and curriculum management system is used for submitting, reviewing, and approving course proposals. The site is also used to make curricular changes such as adding, changing, or deactivating courses. The Course Processing Flowchart shows the steps required for review of proposed courses and involves multiple individuals in the review and approval process including the department chair, dean, and Vice Chancellor of Academic Affairs.

The Library subcommittee provides leadership in advising the Senate, through the University Resources Policy Committee, concerning policies and procedures for library collections, facilities, and operations. This subcommittee membership includes the Dean of the Helmke Library, eight members of the voting faculty and continuing lecturers with representation from all major units. This subcommittee provides the shared governance oversight for access to learning resources (OAA 15-4).

PFW ensures all faculty are qualified and reviews qualifications upon application, offer, acceptance, and contract renewal. Faculty qualifications oversight of and guidance for colleges and departments is assigned to the Associate Vice Chancellor for Teaching and Learning. The Faculty Board of Review is a subcommittee of the Senate charged with review of administrative actions related to faculty appointment including reappointment, third-year review, tenure, promotion, and salary adjustment (SD 15-22). Those faculty appointments not meeting the default standard of a terminal degree, or a degree at least one level higher than the degree for the course assignment was covered in the tested experience threshold Senate policy SD15-15. Faculty appointment standards for dual credit instructors are consistent with the requirements of all instructors at PFW including a minimum of 18-credit hours at the graduate level or above in the discipline and a Masters Degree.

Collegiate Connections provides oversight for all dual credit courses including descriptions and syllabi for courses, assessment of student learning consistent with the requirements for all university courses, and faculty qualifications. The institution is currently working toward assuring compliance with HLC faculty qualifications guidelines for dual credit instructors and has been approved for an extension through September 21, 2022.

The Purdue Fort Wayne (PFW) maintains specialized accreditation in 35 degree and certificate programs representing 14 different accrediting bodies. Under the Accreditation Board for Engineering and Technology (ABET) umbrella, programs are recognized by three distinct commissions, the Bachelor of Science in Computer Science degree - Computing Accreditation Commission (CAC), the Bachelor of Science in Engineering degrees - Engineering Accreditation Commission (EAC), and the Bachelor of Science in Engineering Technology degrees - Engineering Technology Accreditation Commission (ETAC). Both the Bachelor of Science in Business and the Master of Business Administration are accredited by the Association to Advance Collegiate Schools of Business (AACSB). Other specialized accreditation agencies include American Chemical Society (ACS), Council for the Accreditation of Educator Preparation (CAEP), National Association of

Schools of Art and Design (NASAD), American Music Therapy Association (AMTA), National Alliance of Concurrent Enrollment Partnerships (NACEP), National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), Council on Academic Accreditation in Audiology and Speech-Language Pathology (CCA), and the Council for Accreditation of Counseling and Related Education Programs (CACREP),

After reviewing the Career Outcomes Survey results from 2020, it is confirmed that PFW has a process in place to track the success of its graduates. A career services destination survey instrument is used to solicit information from PFW graduates upon degree completion and at 3- and 6-month intervals thereafter. The topics covered in the survey included employment status 6 months after graduation, employment status by college, levels of satisfaction with PFW, employment industries for employed graduates, starting salaries of graduates, and graduate schools attended. The survey also identified those graduates choosing military service, self-employed, volunteer service, not pursuing employment, and still seeking employment. Based on the survey responses showing the types of industries employing PFW graduates, the survey participants were well represented across the institution's degree programs.

The 2020 destination survey had a total of 3,319 respondents. The majority of graduates were either continuing their education (10.7%; n=356), or were currently employed (69.7%; n=2,313), while 14.9% (n=496) were still seeking employment. Of the 69.7% employed, 56.4% (n=1,872) were employed full-time, and 13.3% (n=441) were employed on a part-time basis. The college level data showed that for Arts & Science graduates, 49% were employed and 23% were continuing their education. School of Business graduates (67%) and Health & Human Services graduates (72%) reported being employed. In the satisfaction ratings, 63.1% (n=2,094) of the graduates were satisfied, while 29.4% (n=976) were highly satisfied. When asked if they would choose PFW again, 86.9% (n=2,884) responded yes. The top five industries employing PFW graduates were healthcare, education, retail, engineering, and manufacturing.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

Purdue Fort Wayne (PFW) has effective processes for assessment of student learning and achievement of learning goals in academic offerings. In a September 30, 2015 memorandum to the Senate, the Educational Policy Committee proposed the Restatement of 98-22 Assessment of Student Academic Achievement policy. This policy established the University's current assessment plan. The procedures and practices for the assessment plan are based upon assessment theory from the Program Learning Assessment, Intervention, and Re-assessment Model (Fulcher, K.H., Good, M.R., Coleman, C.M., & Smith, K.L., 2014). PFW evidence documents show that the assessment of student learning is occurring in all academic units at the college, department, and program levels.

PFW's processes and implementation strategies are outlined in the Assessment Plan and Assessment Workbook. The process for assessing student learning includes program and department goals, general education program goals, and student learning and engagement at the institutional levels. The assessment plan includes accountability measures and feedback loops at each level of the assessment process with individual faculty, assessment committees, and administrators serving in roles to inclusively improve student learning.

The college level (COAS, BUS, CPS, ETCS, and VPA) assessment reports showed that assessment practices, reporting, and review of assessment results are occurring on an annual basis. Included in the college level reports are the department level assessment reports, which are made up of the individual program level assessment reports. Current specialized accreditation recognition evidences curriculum quality and adherence to the assessment of student learning outcomes for a variety of programs presented in the Assurance Argument listing of programs with specialized accreditation status.

In the General Education Status Report evidence document, there has been progressive development

in implementing assessment strategies that represent good practices. The evidence shows general education program assessment is occurring at the course level with a variety of methods being used. There is evidence of widespread faculty participation across the departments and the use of findings to inform student learning strategies were included in the reports (2019-20 General Education Assessment Reports Combined). Moving beyond general education assessment in program courses, the institution invested in the Higher Learning Commission's Assessment Academy. Outcomes of Academy participation included developing a comprehensive general education curricular framework designed to assess outcomes and identify areas for change strategies and improvements. This general education assessment plan was piloted in 2019 in anticipation of the proposed General Education Program revision approval by the senate.

There have been coordinated efforts to promote and accomplish curricular infrastructure development for academic programs, the general education program, and co-curricular student learning. These are evidenced in multiple cross-walk diagrams linking program student learning outcomes and course level student learning outcomes with the institution's goals and Baccalaureate Framework. PFW also provided faculty professional development in the form of workshops and academy type training sessions over the past few years. Assessment committees at both the department and college levels have taken on the important work of evaluating the quality of the assessment practices and communicating the need for changes aimed at improving student learning at the course and program levels. It is evident that the institution and those faculty and staff dedicated to assessing student learning have invested resources, time, and expertise in developing and promoting the value that comes from succinctly coordinated assessment practices.

The institution self-reports that progressing the revision of the general education program and affiliated assessment plan has been delayed. Currently, a proposed general education program which includes a robust assessment plan was tabled at the senate level as of December 12, 2020. Evidence of this proposal's consideration in the spring of 2021 wasn't addressed in the assurance review or evidenced in any documents, as the timing for Senate consideration was the March 2021 meeting. The implementation of the general education program goal level assessment plan is contingent upon the Senate's acceptance of the proposal. During the site visit, it was confirmed that the proposed revisions to the general education program were denied by the Senate. It was explained that the General Education (GE) subcommittee will continue to proceed with gaining Senate acceptance for revising the general education program in the fall 2021 term. The rationale for the denied proposal was based on two arguments. The denial was partially attributed to the Senate's inability to consider the proposal in a timely manner, as the majority of Senate actions were Covid-19 related topics. It was also stated that the understanding of the proposal and the perceived impact on faculty, programs, and departments may have been misunderstood or unknown. The GE subcommittee had held open forums to gather feedback, however attendance was minimal. Going forward the committee members stated they would be focusing on promoting a campus-wide understanding of the proposal and re-introducing the proposal to the Senate in the upcoming academic year. It may be beneficial for the GE subcommittee and the VCAA to work collaboratively in expanding the GE assessment plan to include assessment at the goal level regardless of the status of the planned program revision.

The assessment of co-curricular learning is in progress. The institution states the majority of Student Life and Learning units have developed measurable outcomes using CAS Standards as a guide. In the 2019-20 Student Affairs Impact Report, learning outcomes are published and aligned with unit mission and affiliated theoretical frameworks. In the assurance argument, it states that the Covid-19 pandemic created a timing issue for implementing co-curricular assessment practices, as they had yet to be implemented. In the site visit, it was confirmed that implementation of assessment practices

have begun in those programs where appropriate, as many of the student engagement opportunities were altered in spring 2020 due to the pandemic. There was data gathered on the new student orientation sessions although they were held virtually. In addition, the review of the National Survey of Student Engagement and Faculty Survey of Student Engagement data was serving as baselines for measuring metrics for student success as outlined in the strategic plan. The topical modules chosen for the 2019 and 2020 administrations included the Academic Advising, Inclusiveness and Engagement, First Year Experiences, and Senior Transitions. These modules align with the strategic planning goals for student success and diversity, equity, and inclusion. In addition, a Campus Climate survey was administered to inform change strategies for diversity, equity, and inclusion matters. The division seems confident that assessment of student learning and unit services will be widespread across all units beginning the fall 2021 term.

Purdue University Fort Wayne uses the information gained from assessment to improve student learning. The institution is progressing from an assessment for accountability mindset to assessment for the continuous improvement of student learning as evidenced in the PFW Assessment Manual. Evidence shows that in certain programs, gains have been made as there are adaptations taking place through adding new courses, revising courses, and the evidence explains these changes. In other program's assessment reports, there are changes to assessment mechanics (methods/instrument design) and mentions of potential future changes (2018-2019 Academic Year Department Programmatic Assessment Reports). In some instances, there are follow-up narratives describing the efficacy of changes that have previously been implemented.

The Department Assessment Report Outline evidence document uses a rubric to identify the strengths and weaknesses of the quality of student learning outcomes, to show the alignment with the Baccalaureate Framework, and to identify student learning outcomes mapped to planned learning experiences (curriculum maps). The worksheet also includes a systematic method for measuring progress toward accomplishment of student learning outcomes, reporting results-communication, reporting results-stakeholder involvement, and use of results for programmatic change to improve student learning, achievement, and success.

There are feedback loops at the university (University Assessment Council Review of College Committee evaluation of academic departments), college (COAS 2019 20 College Level Review Rubrics and Responses to Departments), and department (2018-19 Academic Year Department Assessment Reports) levels. At each level, there was quality reporting practices using rubrics and/or qualitative narratives for the assessment of either student learning or the assessment practices being used.

For the assessment of General Education, the 2019-20 General Education Assessment Reports Combined evidence document showed a variety of change strategies either identified or implemented to improve student learning at the course levels. The strategies included pedagogy changes, refinement or replacement of instruments used to evaluate student learning, and requests for additional resources to support learning. There were varying levels of assessment knowledge and skills presented.

An example of using assessment information for continuous improvement is shown in section 4.1. PFW states that the approach to institutional level review of assessment reports has encountered a timing lag issue leaving little time for college committees to use the information in support of meaningful improvement. A potential strategy currently in discussion is to reconstitute the Assessment Council as a Faculty Senate subcommittee, thus delegating additional faculty to the assessment process and aligning with faculty responsibilities for the curriculum as well.

The institution's processes and methodologies to assess student learning reflect good practice. The Assessment Handbook and Workbook evidence documents provide the procedural infrastructure reflective of good practice and include integration of the literature of highly respected assessment professionals and are grounded in the guidance of expert assessment faculty dedicated to the Higher Learning Commission's Assessment Academies (Purdue Fort Wayne Assessment Academy Project). Figure 3: A Process Model of Institutionalizing Assessment in a Student Success Culture (p. 5) of the Assessment Academy project report supports the integrative assessment plan incorporating regulative (policy), normative (processes), and cultural-cognitive (practices) pillars (Institutionalizing Assessment in A Culture of Learning). The assessment practices include normative and summative methods and incorporate both direct and indirect, internal and external measures (2019 and 2020 FSSE-NSSE Reports, College Assessment Reports, Department Assessment Reports, General Education Assessment Reports).

Existing policy ensuring substantial participation of faculty, instructional and relevant staff members is evidenced in the Senate approval of SD 15-6. This policy supports an authentic assessment infrastructure that is based upon quality practices including program curriculum maps, student learning outcomes, use of rubrics, required annual reporting, examples of assessment findings to improve learning, and inclusion of assessment reports in annual department reports and budgeting processes (2018-19 Academic Year Department Programmatic Assessment Reports). In reviewing the assessment reports at the program and department levels, there was evidence of widespread faculty involvement in both formative and summative assessment practices (2018-19 Academic Department Assessment Reports and Department Program Review Annual Reports). Faculty are also involved in college level committee assignments where they review department level assessment reports and provide feedback on the adequacy of assessment practices.

The assessment of General Education is occurring at the course level with evidence of embedded assessments, use of student learning outcomes and rubrics to analyze student learning, and the incorporation of change strategies to improve student learning (2019-20 General Education Assessment Reports Combined). The faculty are responsible for submitting the course level assessment reports. The assessment plan affiliated with the General Education Program revision is comprehensive and based upon widely accepted practices. The institution reports that implementation of the new goal level assessment plan is pending on Senate approval of the Proposal for General Education Revision SDS 20-18.

Student support entities in Student Life and Leadership were shown to participate in the development of student learning outcomes and the implementation of a new advising structure. The assurance argument didn't provide details of actual staff involvement in assessment activities as they were delayed due to the timing of the Covid-19 pandemic. However, during the site visit it was confirmed that assessment was occurring and it was being conducted by Student Life and Leadership staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

The Purdue University Fort Wayne (PFW) evidences defined goals for student retention, persistence, and completion, and incorporates these goals and aspirations in its Empowering Transformation strategic plan as appropriate to its mission, student populations and educational offerings. In this plan, retention and graduation rates were embedded in the Champion Student Success and Embrace Diversity, Equity, and Inclusion aspirations. The metrics being measured are 6-year First Time-Full Time cohort graduation rates, First Time-Full Time cohort 1st to 2nd year retention rates, degree production ratio, and underrepresented minority degree attainment. The metrics include both a baseline and 5-year aspirational targets. The data is tracked and reported on a year-to-year basis as evidenced in their PFW Public Dashboard Inventory document. The information is shared in public dashboards using .pdf documents and Tableau public filterable tables.

At PFW, the Office of Institutional Research produces a comprehensive mix of data metrics through the collection and analysis of student retention, persistence and completion of its programs. Data consistency is defined and communicated in the Annual Departmental Report Data Definitions document. Two base reports inform college, department, program, and concentration level retention and graduation metrics which are filterable by gender, race, ethnicity, residency, and underrepresented minority status (Retention Analysis Dashboard and Retention Graduation Dashboard). These reports are used to monitor progress on university goals for retention, persistence, and graduation, and at the program level to monitor enrollments including graduation efficiency,

student attrition, and growth trends.

PFW uses information on student retention, persistence and completion of programs to make improvements as warranted by the data. The Office of Institutional Research uses data from the retention dashboards and the faculty workload dashboards to produce tables and target ratios for retention and graduation. The academic departments use the information for program evaluation and enrollment planning. Enrollment metrics include graduation efficiency, student attrition, and growth trend. The enrollment evaluation and planning information is included in the department level annual reports as one of their achievement measures. Evidence illustrating how the data is framed and presented to inform change were presented in the CSD annual report (section 2: evaluation and Planning Program Viability, p. 7) and the Theatre 2019 Annual Report (Table 2d – Enrollment Management Plan Performance..., p. 9). Program improvements and changes driven by the data included adding course sections, integrating resilience training into the curriculum to improve program retention, and to inform advising, to name a few. In the departmental level reports the integration of the student success metrics with the findings from the assessment plan, provide a comprehensive review of the quality and viability of the programs. This is a strength of their recently implemented comprehensive program review and assessment annual reports.

The PFW Office of Institutional Research employs externally defined metrics to build its internal reports including the use of Integrated Postsecondary Educational Data System (IPEDS), Indiana Commission for Higher Education (ICHE), and Consortium for Student Retention Data Exchange (CSRDE) data standards. These required reporting metrics are precisely defined and using them to build retention, persistence, and completions models is a good practice. Although the Consortium for Student Retention Data Exchange (CSRDE) is a proprietary entity and requires a fee to participate, the data definitions are cogently aligned with IPEDS. The institution employs a relational database as its system of record. The PFW data definitions and system of record align with federal reporting standards for IPEDS, Title IV financial aid, and census data metrics. This PFW data management and reporting scheme meets the expected standards for both external and internal data reporting.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

The assurance argument, on-site virtual meetings, and the evidence presented confirm that Purdue University Fort Wayne Campus (PFW) has an established, functional, and comprehensive program review process. The evidence shows that actions on review findings are a part of this process, and are aligned with current institutional priorities for evaluating the quality and effectiveness of all programs and operational units. PFW evidences defined goals for student retention, persistence, and completion, and incorporates these goals and aspirations in its Empowering Transformation strategic plan as appropriate to its mission, student populations and educational offerings. Overall, PFW has proven to have professionally informed assessment processes and methodologies for the assessment of student learning, uses the information gained to improve student learning, and includes substantial participation by faculty, instructional, and other staff members.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Purdue University Fort Wayne (PFW) is an independently accredited institution in Indiana that is part of the Purdue University System (System). It operates on a blended shared governance model encompassing the campus level in Fort Wayne and system level in West Lafayette. As a state educational institution, PFW is guided by policies and budgets approved by the Indiana General Assembly, set by the Indiana Commission for Higher Education (ICHE). Principally, ICHE has authority to approve PFW's new academic programs and recommend operating and capital budgets on a biennial cycle. As described in the Assurance Argument, while the Purdue University Board of Trustees and Purdue University President have ultimate responsibility for PFW, the majority of programmatic and operational responsibilities for PFW are entrusted to the campus' Chancellor whose duties include, but are not limited to, employment and appointment actions and budget development and management in accordance with established Purdue University System and campus policies. The Chancellor reports directly to the Purdue University President and is accountable for the day-to-day operations at PFW. Noteworthy for the Team is that PFW enjoys full authority to control and manage its undergraduate academic programs but graduate level control is vested at West Lafayette. Shared governance at the System level is achieved in practice through the PFW Chancellor's consultations with the Purdue University President. Cited as evidence of System shared

governance was a sample of the Board of Trustees' minutes showing that that PFW Chancellor made reports on Fort Wayne specific agenda items and fully participated in the state budget appropriation process. In addition, various PFW organizational constituent groups (faculty, administrators, and staff) are reserved membership on System-wide committees which ensures FW campus interests are heard and considered at the System level. In sum, PFW engages its internal constituencies in shared governance processes locally at Fort Wayne and System at West Lafayette with defined policies and procedures.

In the Assurance Argument evidence files (PFW Constitution of the Senate, Senate Bylaws, Administrative and Professional Staff Advisory Council Constitution 2016, and PFW Strategic Plan 2020-25), PFW provides an expansive array of functioning committees that engage internal constituencies. The University Senate's powers and responsibilities are clearly delineated as well as areas of limitation. For example, faculty control and have final say over the academic calendar and policies regarding class scheduling and student participation in athletics and offering recommendations regarding policies on student conduct and admission and academic placement. Faculty are directly involved in PFW shared governance and decision-making issues from changes in academic organization to determining the budget, to increases and decreases in staff, and to screening and selection of academic and administrative officers. In addition, PFW students participate in campus-level shared governance through the Student Senate, a branch of the Student Government Association. The Student Senate is asked to advocate for students' rights, to represent student interests on various committees, and to allocate funding to recognized student organizations and boards. The Team affirms that PFW provides avenues for which internal constituents, including students, can participate in the governance process.

The Assurance Argument notes that PFW uses data to reach informed decisions to address the best interests of the regional campus and its constituents. The Office of Institutional Research (OIR) is responsible for maintaining and supplying data designed to address compliance-reporting, accreditation, and strategic planning. As part of the Academic Affairs unit, OIR provides the critical census data used to formulate department reports, comprehensive program reviews, retention and graduation dashboards, and tracking of program viability. For example, OIR supports the PFW enrollment management objectives by producing dashboards (Student Information Dashboards) that track daily enrollment and credit hour production. Another important OIR responsibility is budget and revenue tracking forecasting in support of enrollment and tuition projection models. In addition, OIR provides the templates departments use annually in review of their performance. The Annual Year 2018-19 College Annual Report contained five-years of census data on metrics measuring departmental viability. In addition to OIR, other data sources are used to support decision-making including surveys, assessments, and qualitative studies. During the visit, the Team participated in a demonstration of an extensive data dashboard maintained by OIR. The interactive dashboard includes real-time data that is meant to inform decision-making at various levels in addition to providing public accountability on institutional success metrics. It is the judgment of the Team that PFW has a myriad of data gathering, collecting, and analyzing tools in place to make prudent decisions.

Purdue University Fort Wayne's administrative leadership provided evidence that it values faculty input regarding academic policies, and as appropriate that of students and staff, and has structures in place. The Team met with the Chancellor's Cabinet and heard about how PFW faculty, staff, and students can voice any concerns or issues they might have regarding academic policies and procedures, and why issues and concerns are taken seriously and responded to promptly. The Assurance Argument cited the Profile and Educational Responsibility components of the ICHE approved Policy on Purdue University Fort Wayne (dated June 13, 2019) as guiding statements on

which the institution acts in setting academic requirements, policies, and processes. In addition, PFW Senate Bylaws 5.3.2.1 references the establishment of the Educational Policy Committee. The Team's review of the Educational Policy Committee charge revealed customary academic responsibilities entrusted to faculty (such as grades, academic sanctions, admission standards, academic calendar, general education policies, improvement of instruction, library policies, and scheduling of classes). Committee membership is diverse, including the Chief Academic Officer, Registrar, and six Senators. Students are included as members on subcommittee. Appropriate structures are in place to ensure the faculty own academic requirements, policies, and procedures and have engaged other parties (staff and students) in meaningful ways.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

As documented in the Assurance Argument, Purdue University Fort Wayne employs qualified and trained operational staff through a screening process prior to being interviewed and eventually hired. The campus' human capital management system (SuccessFactors) allows PFW human resources staff to make sure all applicants under consideration for positions meet appropriate educational and work requirements for the position in question. Interview processes focus on knowledge, job-related experiences, and operational skills needed for daily tasks. This is in keeping with the Job Family Structure for Purdue University that provides clarity in staff roles, compensation, advancement opportunities, and established qualifications. Plus, position levels for operational staff are determined using a Career Stream Guide which provides clear job expectations and the level of expertise required to successfully perform the duties of the position. Once hired, staff are oriented to the campus environment through a series of new staff orientations. Topics covered during the orientation sessions included review of and understanding of the mission and campus values, access to mandatory training modules, and opportunities to visit with the Chancellor in an informal setting. All staff undergo annual written performance reviews in accordance with Purdue Policy VI.F.7 (Performance Evaluation for Staff). The Team hosted open sessions where all segments of the employee base were invited. The PFW faculty and staff who participated in the Visit state they felt empowered to perform their assigned duties and responsibilities. Applicants for faculty and executive positions are vetted by selection committees with background checks performed before employment offers are made. Evidence of hiring and job-posting materials were requested, reviewed, and verified by the Team. In sum, PFW has qualified and trained operational staff resulting from campus and System level talent management processes.

PFW's infrastructure is sufficient to support its programs and operations. The Assurance Argument contains a detailed listing of technological and physical resources. Noteworthy was the overview of

the Helmke Library digital and physical holdings. Information Technology Services (ITS) is tasked with providing an advanced computing environment and addressing the technical needs of students, faculty and staff, including Wi-Fi and smart boards in classrooms. ITS operates 131 labs with over 1,300 computers across the 52-building campus and provides support for the newly installed course management system (BrightSpace). The course management system, the Team observed, is centrally administered across the Purdue System, not locally in Fort Wayne. This allows PFW faculty and others to leverage System resources on research projects. Student feedback from the student opinion survey was overwhelming positive in response to availability of technological services. Overall, ITS at PFW operates on a \$8 million expenditure budget with approximately 50 staff members engaged in enterprise project management, student labs, helpdesk service inquiries, and security and identity management. The Team concludes PFW has the physical and technological infrastructure in place to accomplish its regional campus mission.

Purdue University Board of Trustees approved the latest PFW Strategic Plan on June 11, 2020. That plan (Empowering Transformation Strategic Plan 2020-25) described who the institution should seek to serve, provided mission and vision statements, listed five core values, and shared its four aspirations. The Aspirations are as follows: Champion Student Success; Enhance Quality of Place; Embrace Diversity, Equity, and Inclusion; and Promote Engagement with Our Communities. Achievement of the Aspirations, as stated in the Assurance Argument, provides the best opportunity for the campus to increase enrollment, engage with external partners, increase diversity, and embrace the community at large. An examination of the Strategic Plan Metrics Report revealed reasonable and attainable goals for each Aspiration supported by historical data with an understanding of current resources and opportunities. For example, the metric that calls for a two percent increase per year in the targeted area of fall-to-fall retention for first time, full-time students for the Fall 2024 cohort is reasonable and supported with an increase in resources. PFW identified enhanced tutoring and individualized student academic plans as additional resources available to students in need. Specific institutional efforts aimed at enhancing minority student retention are applauded. During the visit, the team observed the strong connection, engagement, and commitment of faculty, staff, and PFW leadership to fulfillment of mission, core values, and Aspirations. PFW has incorporated attainable goals into its strategic planning that address mission, vision, and core values given its allocation of resources.

There is a well-developed budget development process at PFW, as outlined in the Assurance Argument. It commences with the Office of Accounting and Budget working with the Office of Institutional Research and Analysis to project revenues for the next biennial cycle (2021-2023 in this instance). Based on projected revenues, then an expenditure plan for which all administrative sectors have input is crafted. Ultimately, senior leadership (Chancellor and Vice Chancellors) presents their respective budget requests for an initial review by Budget and Planning before transmittal to the PFW Budget Committee. The committee is comprised of both faculty and staff with student representation. Budget recommendations made by the committee are forwarded to the Chancellor. The PFW Chancellor through the PU President submits PFW's budget plan to the Purdue University Board of Trustees for approval. The Team was able to affirm that internal constituents are involved in the budget development process, encouraged to advocate for their causes based on the strategic plan areas of focus, and provided feedback as to budget outcomes. The Team took note of budgeted versus actual expenditures provided for FYs 2019 and 2020. Impacting the revenue at this time included net revenue from tuition and enrollment shortages, purchases of Park 3000 facility, and additional expenses related to COVID-19. While several unavoidable cost increases had to be absorbed (salary and promotions, insurance coverage, Social Security, and retirement contributions) the Team was briefed on the fact state of Indiana appropriations were reduced in the 10 percent range

resulting in less revenue. All units were asked to cut 10 percent for the coming year and current positions placed on hold pending a closer review before approval to fill is granted. PFW demonstrates that it has exercised best practices in budget development and allocation, aided by Purdue System, and has procedures in place to accurately monitor expenditures and made budget adjustments.

PFW's Assurance Argument states that the institution has adequate fiscal resources to ensure its educational purposes can be achieved. Based on information contained in the Expenditures by Organizational Function Chart, the campus allocates 70.67 % of its allocations in core functions of instruction/teaching (45.6 %), student services (11.84 %), academic support (10.6 %), research (0.84 %), and public service (1.79%). PFW's annual budget for 2019-20 exceeded \$133 million. The institution has sufficient financial resources at this time to carry out its educational purposes as northeast Indiana's comprehensive metropolitan public university. However this institution must stabilize its enrollment management program (including efforts to increase the number of new student admits and strategies to improve fall-to-fall and fall-to-spring student retention rates) to avert revenue shortfalls in the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The institution engages in systematic and integrated planning and improvement.

Purdue University Fort Wayne allocates its resources in pursuit and fulfillment of the mission and strategic planning pillars of focus. Those strategic priorities are as follows: Champion Student Success; Enhance Quality of Place; Embrace Diversity, Equity, and Inclusion; and Promote Engagement with our Communities. Relatedly, the institution's historic budget processes are consistent with the new mission driven priorities as illustrated in the Expenditures by Organizational Function document, allowing for over 70 percent of the entire budget dedicated to instruction, student services, and academic support line items. It was apparent to the Team during discussions with internal constituents that employees were fully engaged in the strategic planning process, understood how budget expenditures links to priorities, and have embraced the reality that increased revenue via student enrollment is essential. Significant progress has been made in the area of public service (roughly two percent of the overall budget) by supporting a number of Centers of Excellence, which allows faculty to leverage their expertise with community partners. The Centers and their purposes are highlighted in the Assurance Argument. Recent capital projects that have been completed include the purchase and renovation of Park 3000 to house the School of Business and relocation of the Bachelor of Science in Music program to a new location with Sweetwater Music. The purchase of new software to support the new advising model is deemed by the Team as noteworthy, and a prime example that monies are being spent on priorities.

PFW's Assurance Argument states that processes focusing on program review, assessment of student learning, and budget development are aligned and provide the foundation on which decisions are made. The Team discussed at length University efforts to link assessment of student learning to

strategic planning and then budget development. Cited as evidence of this linkage in the Assurance Argument was Champion Student Success, one of the strategic pillars in the Strategic Plan 2020-25. It has three major objectives, as follows: (1) Improve student learning, (2) Increase student retention, and (3) Build and integrate more robust academic advising into students' educational experience. The specific activity for Objective 1--Improve Student Learning--is to increase the use of active learning strategies and high-impact practices in high-enrolling and gateway courses and in online and hybrid courses. The planning and budgeting process at PFW utilizes a variety of institutional data sources housed within the Office of Academic Affairs and eventually led to the decision to fund the Champion Student Success strategic activities.

The Office of Institutional Research (OIR) produces data for decision-making and the Office of Academic Accountability (OAASS) uses said data to develop policy and procedures aimed at improving performance. OIR provides data for the departmental annual reports and enrollment management monitoring. PFW possesses dashboards that provide senior leadership with detailed information on which to make academic and budget decisions. Ultimately, budget requests with rationale are submitted to the Board of Trustees for approval before transmittal to the appropriate state offices. Examples in the Assurance Argument include capital recommendations to complete renovations to the library and Kettler Hall as part of the 10-year capital plan, and a special funding request to assist in rebuilding enrollment in the wake of the realignment. The University is well-positioned to go from program review to assessment of student learning inside and outside the classroom to mission review to budget development based on sound data.

PFW, as a campus of Purdue University and with a state mandate to become northeast Indiana's comprehensive metropolitan public university, decided to embark on a massive strategic planning process at the beginning of the tenure of a new Chancellor. Reasons for undertaking the strategic planning effort included declining enrollment and institutional realignment. The Team was shown how the University's strategic planning process encompassed the University as a whole and how it incorporated feedback generated by 51 focus groups and forums with 846 participants; 300 students, staff, and faculty participating in an all-day planning session; 215 participants in a half-day planning session; 44 staff, faculty, and students on strategic planning committees; 77 staff, faculty, and administrators on action planning teams; hundreds of additional survey respondents; and 2,200 plus participants in the Fall 2019 campus climate survey. External constituents included local business leaders, representatives from governmental agencies, and existing and interested educational partners. The effort was led by a Steering Committee with four working groups. Reports from each group's work was posted on the Strategic Planning website. As shared by the Chancellor, the process had to be bold, transparent, and transformative. In other words, a rebranding but also a new way of doing business had to come to the University. There was an All-Hands Meeting held on January 11, 2019 in which over 300 students, faculty, and staff attended; following that meeting action planning teams were formed to identify pillars. Each action planning team was championed by a member of Strategic Planning Leadership Team. The University shared the minutes of all action planning team meetings. PFW surveyed its internal constituents and external stakeholders in a systemic manner, considered that feedback, and developed a strategic plan that meets its mission, vision, core values, and aspirational goals. The Purdue University Board of Trustees approved the strategic plan on June 11, 2020.

The University understands its capacity in terms of enrollment, academic offerings, Purdue System directives, and facilities. Student enrollment has declined slightly over the past several years, similar to enrollment trends in other Indiana colleges and universities. PFW has faced revenue shortfalls for the last couple of years. Senior leadership has taken aggressive steps to stem the tide from operating

with a budget deficit to now projecting a budget surplus. Measures enacted by the Chancellor include funding enrollment and retention activities associated with the strategic plan, establishing a hiring review committee to review all requests to fill vacant positions, bringing on board new leadership in finance and administration, and ensuring expenditure and revenue budgets reflect reality. The Strategic Planning Metrics document, for which the Team examined the February 2020 version, is designed to show how PFW measures and demonstrates its success at implementing the plan and achieving improvement in the aspirational areas. Retention and enrollment draw considerable attention due to their significant impact on the budget. OIR provides senior leadership with current and historical data for forecasting purposes.

Purdue University Fort Wayne demonstrates that it plans for the future based on an awareness of current and emerging factors impacting the institution. The impact of realignment has altered the relationship with its former host institution—Indiana University—and forced the institution to plan for fewer academic programs and fewer students. As identified in the strategic plan, enrollment management was re-imagined and greater emphasis placed on student recruitment and retention. The Chancellor meets with the Vice Chancellors regularly to plan across divisions. OIR provides various enrollment and tuition modeling to inform both the budget and enrollment planning. OIR and OAASS monitor evolving factors to help inform decision makers. In addition, the campus participates in meetings with the Indiana Commission for Higher Education that include discussions of technologies, economy, state support, and state demographics. In meetings with faculty and staff, they expressed confidence that the senior leadership group at PFW constantly scans data for trends, stays current in the literature regarding best practices in higher education, and is well-positioned on regional governmental and civic boards in order to know and understand the pulse of the community.

PFW provided evidence in the Assurance Argument that it learns by evaluating from its own operations and benefits from a variety of implemented plans (Comprehensive Assessment Plan, Departmental Annual Reports, Comprehensive Program Review, and Strategic Plan 2020-25). The Team reviewed one of the college annual reports—2019 College of Professional Studies Report dated March 5, 2020—and discovered relevant information on program viability. In 2020, PFW completed and Purdue University Board of Trustees approved the PFW Campus Master Plan. The plan describes how the campus will develop its physical structure based on enrollment over the coming years. Staging expansion of the institution's facilities based on enrollment assures that the institution is fiscally responsible.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Purdue University Fort Wayne has demonstrated through the Assurance Argument and interviews (onsite and via distance technology) that it has adequately planned for the future and continues to benefit as a regional institution within the Purdue University System. It currently has fiscal and human resources to operate the educational enterprise, with support from the main campus in West Lafayette. The recently approved Strategic Plan 2020-25 outlines institutional priorities and guides institutional academic programs and operations. Student success and diversity are two of the aspirational goals, for which the institution has made significant investment. Evidence was presented that affirms PFW examines its own operations and practices and learns from the results of those examinations. The Chancellor is accountable to the Purdue University President and actively participates in governance matters at the System level. Based on a comprehensive review of the evidence, the Team concludes that PFW meets Criterion Five.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- FedCompFiling_2020_FRM_(8)

Rationale

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The review of 50 randomly sampled syllabi out of 200 programs from the 2020-2021 catalog demonstrated a consistent pattern of credit hours based on classroom attendance and work assigned (homework, readings, papers, etc.). Of the 50 course syllabi reviewed all list specific course outcomes. In addition, most courses provide a schedule for students so that they know what they are required to do each week in class.

The information on the length of the program by credit hour is found in the program descriptions. Across the University, associate degrees need at least 60 credit hours, baccalaureate programs require 120 credit hours, and graduate programs require 30 credit hours. However, some schools and divisions have other additional requirements such as required courses and/or additional courses. Some programs specify the requirement in the program description while others do not.

Tuition and fees are listed under the admissions tab in the catalog and on the website in several places. The costs are clearly outlines based on classifications and provides the cost per credit hour for fewer than 12 credit hours, 12-18 credit hours, and more than 18 credit hours. There are separate charts for undergraduates, graduates, and summer tuition. Notably the financial aid information is found in the same tabs.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Purdue University Fort Wayne submitted information via the Addendum Tab that helped clarify the institution's student complaint policy with related procedures. Student complaint policies and procedures are available in the University Catalog and the Student Handbook. The policy allows student complaints to be received, tracked, and adjudicated. The student complaint process is listed in the Catalog (online version) under Academic Regulations, Rights, Responsibilities, and Conduct Section, Code of Students Rights, Responsibilities and Conduct, Part IV. The 2020-21 Handbook describes procedures for student complaints listed on the index on page 11. In addition, the Indiana Commission for Higher Education also maintains a complaint process for current and former students and their parents should issues arise in higher education institutions and the complaining parties are not satisfied with the results. Such grievance must be filed electronically and cannot address grade and academic process matters.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements..

Rationale:

The transfer credit information under the registrar provides the requirements and the process, which includes providing an official transcript and the length of processing time. The 2020-2021 catalog contains two links for the transfer policy for two specific programs: transfer in Indiana Core transfer library and Indiana Transfer Single Articulation Pathway. The links provide a description and the course listing for these special programs. There are two pathways that provide additional information about transfer credits: Ivy Tech Bridge and Study Aboard (where the student is abroad and continues to study.) Each policy clearly defines the policy and procedures.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Purdue University Fort Wayne has students enrolled in distance education courses and assigned their student user id during the admissions process. Students access the Learning Management System (LMS), Brightspace, through the Purdue Fort Wayne single-sign-on, which is used for accessing all systems that include personal data. To access the LMS, students must provide their career account user id and enter a password. A link to Ethical Guidelines for PFW Information Technology Users is

provided assuring users have a clear understanding of their responsibilities as users of the Purdue University System, for which the Fort Wayne Campus is part. When an online course includes proctored testing, the on-campus testing center or library approved by the University or Respondus (a tool within Brightspace) is used. The on-campus testing centers require presentation of a photo ID (valid driver's license, state-issued ID, or Purdue University Fort Wayne ID card) prior to testing. The testing centers do not allow testing without photo ID at any time. PFW does not have additional costs for proctoring services.

5. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Purdue University Fort Wayne (PFW) makes student outcome data available primarily on the institution's website, which has to be accessed using the search function for Consumer Information. This provides information about graduation rates, retention rates, student diversity, and student success. Graduate and undergraduate program level information is provided under the Student Success section on the Consumer Information page. The Team recommends that PFW consider attaching a link on the home page to this information and to retitle this as "Student Consumer Information".

6. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Under the tab, Specialized Accreditation, there are 15 associate and bachelor's programs accredited by Accreditation Board for Engineering and Technology. Both the Bachelor of Science in Business and the Master of Business Administration are accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Other specialized accreditation agencies include:

- American Chemical Society (ACS)
- The American Dental Association/Commission on Dental Accreditation
- American Music Therapy Association (AMTA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Alliance of Concurrent Enrollment Partnerships (NACEP)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section only if the institution has submitted an Appendix A. Review any negative actions taken against the institution and identify any implications for the institution's compliance

with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

No Appendix A

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

| Number | Title | Rating |
|--------|---|-----------------------------|
| 1 | Mission | |
| 1.A | Core Component 1.A | Met |
| 1.B | Core Component 1.B | Met |
| 1.C | Core Component 1.C | Met |
| 1.S | Criterion 1 - Summary | |
| 2 | Integrity: Ethical and Responsible Conduct | |
| 2.A | Core Component 2.A | Met |
| 2.B | Core Component 2.B | Met |
| 2.C | Core Component 2.C | Met |
| 2.D | Core Component 2.D | Met |
| 2.E | Core Component 2.E | Met |
| 2.S | Criterion 2 - Summary | |
| 3 | Teaching and Learning: Quality, Resources and Support | |
| 3.A | Core Component 3.A | Met |
| 3.B | Core Component 3.B | Met |
| 3.C | Core Component 3.C | Met |
| 3.D | Core Component 3.D | Met |
| 3.S | Criterion 3 - Summary | |
| 4 | Teaching and Learning: Evaluation and Improvement | |
| 4.A | Core Component 4.A | Met |
| 4.B | Core Component 4.B | Met |
| 4.C | Core Component 4.C | Met |
| 4.S | Criterion 4 - Summary | |
| 5 | Institutional Effectiveness, Resources and Planning | |
| 5.A | Core Component 5.A | Met |
| 5.B | Core Component 5.B | Met |
| 5.C | Core Component 5.C | Met |
| 5.S | Criterion 5 - Summary | |
| FC | Federal Compliance | Does not require monitoring |

Review Summary

Conclusion

In carefully reviewing Purdue University-Fort Wayne's Assurance Argument and supporting documents, and visiting with constituents during the visit, the Team has determined that the Core Components and, hence, the Criteria, are met.

In fact this University has demonstrated that they have the capacity to not only deal with traditional issues that may arise at an institution of higher education but pro-actively and optimistically address major, multiple challenges and crises, while remaining focused on serving their constituents.

Comments placed in the review by the Team demonstrate how this University demonstrated that it has indeed met all of the Criteria. In addition, please note a few areas (although not exhaustive) that stood out during the visit.

PFW's administration values input and seeks out that input.

PFW employs qualified and trained faculty and staff who demonstrate their commitment and engagement in the University's Mission and aspirations.

PFW, although faced with revenue short-falls in recent years has taken aggressive steps and is now projecting a budget surplus.

PFW has a comprehensive, established, and functional program review process that aligns with its priorities and addresses quality and effectiveness.

PFW has assessment processes that are operational and are used to improve student learning.

PFW will takes care of its students as demonstrated by the placement of the hot spot in a parking ramp, use of the CARE referrals, addition of support services, revision of the advising model and focus on diversity and inclusion.

PFW through its interactive dashboards abounds with both real-time and historical data that will both inform them in their decision making and provide for public accountability.

PFW demonstrates that is understands the past, is aware of the present and plans for the future.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.



Institutional Status and Requirements Worksheet

| | |
|---|--|
| INSTITUTION and STATE: | Purdue University Fort Wayne, IN |
| TYPE OF REVIEW: | Open Pathway Comprehensive Evaluation |
| DESCRIPTION OF REVIEW: | <p>The institution was granted an extension to comply with HLC's faculty qualification requirement (Assumed Practice B.2.a) solely as applied to its dual credit faculty until September 1, 2023. HLC will suspend review of the institution's compliance with its faculty qualification requirement solely as applied to dual credit faculty until the first evaluation occurring on or after September 1, 2023 at which time the institution's compliance will be specifically examined.</p> <p>Visit to include a Federal Compliance reviewer: Dr. Renee Aitken</p> <p>Due to the COVID-19 pandemic, only the following will travel to campus: Benjamin Young. The rest of the team will conduct the evaluation remotely.</p> |
| DATES OF REVIEW: | 4/12/2021 - 4/13/2021 |
| <input type="checkbox"/> No Change in Institutional Status and Requirements | |

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates, Bachelors, Masters

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

Recommended Change: 2030-2031

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's, Bachelor's, Master's



Institutional Status and Requirements Worksheet

The institution is not approved at the following program level(s): Specialist, Doctoral

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation:

* Note on date of accreditation: In 1969, Indiana University at Fort Wayne and Purdue University at Fort Wayne were granted accreditation status. Prior to that time they had been included in the accreditation of their respective main campuses. In 1974, the institutions merged to become Indiana University-Purdue University Fort Wayne and the accreditation status was transferred to the new legal entity.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No change

Institutional Data

Educational Programs

Undergraduate

Certificate

43

**Recommended
Change:**

Associate Degrees

12



Institutional Status and Requirements Worksheet

| | | |
|-----------------------|----|-------|
| Baccalaureate Degrees | 58 | _____ |
| Graduate | | |
| Master's Degrees | 18 | _____ |
| Specialist Degrees | 0 | _____ |
| Doctoral Degrees | 0 | _____ |

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

Sweetwater Sound, 5501 US Hwy 30 W, Fort Wayne, IN, 46818 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

11.0301 - Data Processing and Data Processing Technology/Technician, Bachelor, Information Systems

24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Bachelor of General Studies

51.3801 - Registered Nursing/Registered Nurse, Bachelor, Registered Nurse to Bachelor of Science (RN to BS)

51.3801 - Registered Nursing/Registered Nurse, Master, Master of Science with majors in nursing

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements



Institutional Status and Requirements Worksheet

13.1001 - Special Education and Teaching, General - Master - Master - 13.1001 Special Education and Teaching, General (M.S. in Education with a major in special education) - IUSB-IPFW Special Education Consortium

14.1001 - Electrical and Electronics Engineering - Bachelor - Bachelor - 14.1001 Electrical and Electronics Engineering (B.S. in Physics and B.S. in Electrical Engineering) - IUSB-IPFW Physics-Engineering Consortium

14.1901 - Mechanical Engineering - Bachelor - Bachelor - 14.1901 Mechanical Engineering (B.S. in Physics and B.S. in Mechanical Engineering) - IUSB-IPFW Physics-Engineering Consortium

51.3801 - Registered Nursing/Registered Nurse - Master - Master - 51.3801 Registered Nursing/Registered Nurse (Master of Science with a major in Nursing) - Purdue Nursing Consortium

Recommended Change: **No change**

To: Fort Wayne Senate Executive Committee
From: PFW Ready Committee
Date: September 2, 2021
Subj: Questions Related to Senate Document SD 21-4: Resolution to Mandate COVID-19 Vaccines for Students and Employees

Senate Document SD 21-4, which will be considered at the September 13, 2021, meeting of the Fort Wayne Senate, contains a single resolution “That the Senate requests that the University adopt an effective stand requiring all students and employees to receive the [COVID-19] vaccinations per CDC guidelines before the first day of Spring 2022 classes.”

In the event that SD 21-4 is approved by the Senate, and in an effort to better evaluate the feasibility of implementing a COVID-19 vaccine mandate in line with Senate expectations, the PFW Ready Committee would be interested in the Senate also addressing the following non-comprehensive list of logistical considerations as part of their recommendation:

1. Given that the primary function of COVID-19 vaccines is to enable individuals to protect themselves against infection, serious illness, and hospitalization, what specific problem does a vaccine mandate solve for the university that the current approach of strongly encouraging all students, staff, and faculty to get vaccinated does not address?
2. What exemptions, if any, would the Senate recommend be allowed to any mandate (e.g., medical, religious, ethical, etc.)?
3. Does the Senate endorse disenrolling students and terminating employees (including tenured faculty) who refuse to comply with a vaccine mandate and do not receive an approved exemption?
4. Based on conversations with our student population, [state data on vaccination rates](#), and the experience of other universities that have instituted COVID-19 vaccine mandates, we anticipate that a large number of students (numbering in at least the hundreds) and at least some employees would refuse to get vaccinated. What level of non-compliance does the Senate anticipate? How would the Senate propose dealing with the short- and long-term financial consequences non-compliance would produce (e.g., through furloughs, terminations, unit or program closures, etc.)?
5. The [Attorney General of the State of Indiana](#) and large portions of both houses of the Indiana General Assembly have argued that [Indiana Code ch. 16-39-11](#) prohibits government entities (including public universities) from requiring proof of vaccination against COVID-19, including requiring the submission of vaccine documentation by all students and employees. Would the Senate endorse requiring students and employees to attest to their vaccination status, as Indiana University has done, rather than requiring submission of documentation?
6. Which unit(s) and/or personnel should be tasked with the oversight and management of a vaccine mandate, including, but not limited to:
 - a. Collecting and securing personally identifiable health information, monitoring response rates, and verifying the accuracy of submitted information;
 - b. Reviewing and approving requests for exemption from the mandate;

- c. Outreach to individuals who have not been vaccinated, including reminders of the consequences for failing to comply; and
 - d. Notifying students who will be disenrolled and employees who will be terminated?
- 7. Purdue Fort Wayne does not currently employ medical personnel authorized to administer COVID-19 vaccines (our Campus Health Clinic is operated by Lutheran Health and does not currently administer the COVID-19 vaccine). What strategies does the Senate recommend to support students and employees with transportation, work, childcare, and other challenges that make it difficult for them to allocate the time necessary to travel to community-based locations to get vaccinated (especially in the event of common side effects associated with a second dose)?
- 8. Most colleges and universities that have established vaccine mandates incentivize individuals to get vaccinated (rather than pursue an exemption) through loosening of requirements related to participation in mandatory surveillance testing. Purdue Fort Wayne does not have the financial or personnel resources to support a surveillance testing program. What alternative incentives would the Senate propose putting in place?
- 9. Purdue University West Lafayette has not established a vaccine mandate for students or employees and currently does not plan to do so. Does the Senate anticipate an adverse reaction to a Purdue Fort Wayne vaccine mandate from the President and/or the Board of Trustees?

LIMITED TERM LECTURER PAY RATE POLICY
Academic Year 2021-22

POLICY

The policy establishes a range of Limited Term Lecturer (LTL) pay rates per credit hour by school/department based on academic qualifications, experience, market/special credentials, and workforce stability.

- All LTL’s must have at least a Master’s degree in the discipline or a Master’s degree with 18 graduate credit hours in the discipline. Any exceptions must be approved by the VCAA in writing.
- The policy sets different rates for relevant PhD (or relevant terminal degree) vs. non-PhD qualified faculty. In certain programs, licensure can substitute for academic qualifications.
- “Experienced” is defined as four semesters, i.e. the higher rate would apply in the fifth semester, assuming satisfactory performance.
- Any future percentage increase in pay rates would be applied across the board to the scale rates.
- **Certain long-term limited term lecturers with unique expertise will continue to be paid exceptional rates. This situation also applies in emergency hiring situations. These arrangements are considered as exceptions and should be approved, in advance, by chairs and deans.**
- LTL’s who taught online or hybrid sections during academic year 2017/2018 and received the \$167/credit hour online incentive AND who will be teaching online or hybrid in subsequent semesters will have their per credit hour pay increased by \$167/credit hour. This adjustment remains in place until there is a gap in their employment of two or more consecutive academic year semesters (either fall and subsequent spring or spring and subsequent fall). Any new LTL’s with an online assignment are not eligible for the \$167/credit hour online adjustment.

LIMITED TERM LECTURER RATES BY SCHOOL

- **For COLA and COS (with special rates for English composition), SOE, VPA, HTM, and HSRV:**

| | | | Composition (W130, P131, W131) | |
|-------------|---------------------|-------------------------|-----------------------------------|---------------|
| | <u>PhD/terminal</u> | <u>Non PhD/terminal</u> | <u>PhD/MS</u> | <u>Non-MS</u> |
| New | \$667-725 | \$667 | \$670 | \$565 |
| Experienced | \$736-837 | \$667-736 | \$787 | \$680 |

- **For DSB:**

| | <u>PhD/terminal</u> | <u>Non PhD</u> |
|-------------|---------------------|----------------|
| New | \$690-790 | \$667-690 |
| Experienced | \$802-914 | \$700-802 |

- **For Polytechnic, OL:**

| | <u>PhD/terminal</u> | <u>Non PhD</u> |
|-------------|---------------------|----------------|
| New | \$740-840 | \$667-740 |
| Experienced | \$863-969 | \$751-853 |

- **For Civil & Mechanical Engineering, Electrical & Computer Engineering and Computer Science:**

| | <u>PhD/terminal</u> | <u>Non PhD/terminal</u> |
|-------------|---------------------|-------------------------|
| New | \$955-1055 | \$740-840 |
| Experienced | \$1182-1391 | \$863-969 |