## 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.

### Argument

**5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.**﻿

Qualified and Trained Operational Staff

All job candidates go through a screening process prior to being interviewed and hired, using our human capital management system, SuccessFactors. Purdue Fort Wayne’s human resources staff ensures that all applicants have the appropriate educational and work requirements for the job. For executive and faculty positions, a search committee is established to vet candidates. With the assistance of HireRight, background checks are conducted on incoming employees.

In order to ensure each employees are oriented to the University environment, new employees orientations are held throughout the year. New staff orientation occur every two weeks.  Employee orientation topics include an overview the University’s mission, vision, and values; obtain information regarding benefit programs; understanding the values that foster respect within the campus community; learn how to access mandatory training modules that cover policies and procedures; and appreciate how a diverse campus recognizes the inherent worth of all individuals.  Starting in AY19-20, the Chancellor’s office in collaboration with HR-OIE conducts quarterly meetings with new employees so they have an opportunity to talk with the Chancellor informal setting.

Purdue Fort Wayne consistent with the Purdue System implemented a the [Job Family Structure for Purdue University](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Job%20Family%20Structure%20for%20Purdue%20University-9-29-2020.pdf?language_id=1).  The structure provides clarity in staff roles, career paths and compensation potential.  In addition, it ensures that qualifications for positions are clearly defined, levels are appropriate for the work performed, and that employees can self assess the skills necessary to advance should opportunities for advancement occur.

The [Career Stream Guide](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Career%20Stream%20Guide-9-29-2020.pdf?language_id=1) provides descriptions of each Career Stream as well as rubrics that are used to assign position levels.  Each level within a career stream includes a summary of the level, the nature and scope of influence for the level, parameters of problem solving and the complexity of problems encountered, expected communication channels and lieve of influence required, leadership and talent management expected for the position, and the level of expertise required to fulfil the duties of the job defined by minimum education and/or work experience.

Purdue Policy [VI.F.7 Performance Evaluation for Staff](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/VI.F.7%20-%20University%20Policy%20Office%20-%20Purdue%20University.pdf?language_id=1) establishes requirements for Performance Evaluations of all staff as an integral part of the University's ongoing effort to encourage Staff to higher levels of achievement and service. The policy requires each staff member to receive a written Performance Evaluation annually that meet minimum requirements as defined in the policy.

Purdue Fort Wayne in alignment with the policy requires that employees and their supervisor meet annually to:

* Establish mutually understood objectives for the coming Performance Evaluation period and identify how the Staff Member can contribute toward those goals
* Capture the critical responsibilities of the position and identify the Staff Member's level of performance relative to those responsibilities
* Capture key professional development goals and related accomplishments
* Capture the Staff Member's skills and/or career interests as they relate to their position
* Record the comments and signatures of the Supervisor and Staff Member

As evidenced by the Performance Evaluation requirements, skill building and career management is a collaborative effort between the employee, supervisor, and Purdue University. Employees and their supervisors must enter new goals and/or track existing goal progress within SuccessFactors each year. Purdue's three-step process will help employees and supervisors brainstorm and document professional development goals in SuccessFactors

Employee engagement in building career goals and developing a formative professional development plan to achieve those goals is a critical step in the annual employee review. The [Career Stream Comparison Tool](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Career%20Stream%20Comparison%20Tool-9-29-2020.pdf?language_id=1) assists employees in building a personalized development plan and specify formative strategies for career advancement.  The  Human Resources, as described in the employment life cycle description below, provides training opportunities and employees are encouraged to further develop their skills through professional workshops and continued education.

University Required Training, continuing education and professional development is a critical to the success of the University. The Learning and Organizational Development Unit of Human resources leads professional development programming. Their webpage describes required training and additional opportunities as illustrated in the [Required Training - Purdue Fort Wayne](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Required%20Training%20-%20Purdue%20Fort%20Wayne-9-29-2020.pdf?language_id=1) page.

Purdue Fort Wayne staff are eligible for financial assistance to pursue further education at the undergraduate or graduate level (link to tuition for employee policy).  In addition to Purdue FW’s academic programs, there a multiple professional development opportunities for employees, such as conference attendance, and on-the-job training. With the addition of Purdue University Global to system, staff can pursue further education at no-cost tuition and programs ranging from certificates to doctorates. To help guide employees in career development and advancement within the university, a Career Planning Tool is available so that operational staff can determine the education and experience needed to advance within Purdue.

In 2016, the University established the Chancellor’s Leadership Academy focused on developing chairs, directors, and managers. Across academic year, these future leaders engage in a variety activities designed to increase competences in conflict management, interpersonal and team skills, project and time management, change management, and self-awareness. Since timely and accurate information about employee management is important to meeting overall organizational priorities, performance evaluations are conducted annually. As a part of the performance evaluation, categories to be discussed are Purdue’s culture and values, job mastery, and professional development. Every employee is required to participate in the performance evaluation process.

Infrastructure

Purdue Fort Wayne's infrastructure is sufficient to support its programs whenever and however they are delivered.  Increasingly physical capacity and technological capacity are necessary to meet the needs of regional public institutions to meet the needs of students, faculty, and the community they serve.

Nowhere is the necessity of physical and technological infrastructure illustrated than in modern university libraries. While Purdue Fort Wayne is a teaching focused institution, the capacity for students and faculty to access both learning and research materials is essential to learning and scholarship.  The Helmke Library is well equipped to meet the needs of students and faculty as evidenced by an overview of its collection:

* 295 databases
* 218,195 print titles
* 761,303 electronic titles
* 106.222 media
* 121,695 journals

In addition the availability of interlibrary loans of material further enhances capacity.

The physical infrastructure of the university campus 52 buildings, encompassing 1,645,857 assignable square feet across 595 acres.

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| --- | --- | --- |
| **Space Type** | **Assignable Square**  **Feet** | **% of Total**  **Space** |
| Instructional Space | 197,662 | 11.7% |
| Research | 37,782 | 2.2% |
| Office | 203,988 | 12.1% |
| Other Departmental Space | 72,354 | 4.3% |
| Library and Study Space | 61,475 | 3.7% |
| Assembly and Exhibit | 36,820 | 2.2% |
| Athletics | 116,185 | 6.9% |
| Recreation | 4,108 | 0.2% |
| Student Space | 48.672 | 2.6% |
| Physical Plant | 72,020 | 4.3% |
| Residential Space | 302,217 | 18.0% |
| Parking Garages | 490,044 | 29.1% |
| Inactive/Conversion Space | 7,630 | 0.5% |
| Park 3000 | 36,366 | 2.2% |
| **Total PFW Inventory** | 1,628,293 |  |

 Information Technology Services (ITS), the University’s central information technology organization, provides an advanced computing environment and technology support for students, faculty, and staff.

ITS supports teaching and learning in many ways. ITS operates 131 labs with over 1,300 computers across campus.  ITS is a key partner in developing and supporting an active teaching and learning environment designed with a student-centered approach in mind.  For example, two classrooms utilized by the Mathematical Science department, and supported by ITS, include laptop devices or touch-screen all-in-one units, multimedia pods embedded within tables designed to facilitate interaction among students, as well as multiple projectors on the walls and cameras for instructional use. ITS also supports nearly 3,000 desktop or laptop machines for faculty and staff use. ITS operates a vast network consisting of over 1,000 wireless access points, supports over 17,000 unique wireless users per month and over 5,000 unique wireless devices per day. ITS hardwired network supports over 4,000 connections per day. After investing considerable human and technical resources over the past two years, in January 2020, ITS completed the construction of the 80-Gigabyte iLight loop that serves Indiana University Fort Wayne, Ivy Tech Community College, and the University of Saint Frances.  This robust network allows students and faculty to connect to online resources in almost all indoor spaces, classrooms, residence halls, and many other locations around campus. ITS also boasts over one Petabyte of storage for the campus security network as well as nearly 500 Terabytes for faculty and staff storage on servers located in ITS’ Data Center.

Currently, ITS provides support to the course management system (Blackboard Learn) used by over 1,400 instructors and 22,000 students across all sections annually. Starting Fall 2020, the University’s course management system will transition to a new vendor, called Bright Space, to provide instructors and students’ next-generation online academic experience.  This system will be centrally administered across the Purdue system using resources of the Information Technology at Purdue (ITaP) organization.

Purdue Fort Wayne's research computing environment leverages resources of both the Purdue system as well as local resources. For instance, the Electrical and Computer Engineering Department has a Lambda Server, with eight high-end NVIDIA GPUs, 196 Gigabytes of memory, and six Terabytes of storage. Within ITS’ Data Center, system administrators manage a small number of physical and virtual servers dedicated to a range of academic and research purposes. Furthermore, there are many departmental PC workstations are used to support research activity. Individuals or departments may access ITaP research computing resources for a fee.

ITS directly manages $8 million in expenditures and includes 50 staff members in areas of enterprise project management, security and identity management, customer service centers (academic consulting, asset management, helpdesk, student labs and deployment, and enterprise end-user technical support), network and system engineering, application development, and database administration.

**5.B.2  The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and** **opportunities.**

The recently approved Strategic Plan established goals for the university state as Aspirations and established goals that are aggressive but attainable. In addition, achievement of the Aspirations has the potential to increase enrollment, better engage the university with external partners, increase diversity, and better engage the community.  All of the Aspirations, therefore, have the potential to increase both resources and opportunities. The student success goal focuses on increasing retention which will increase the overall capacity of the university.  The Diversity, Equity, and Inclusiveness Aspiration includes an emphasis on increasing enrollment of underrepresented student populations.  In addition to creating an enhanced educational environment, increased enrollment of underrepresented students contributes to overall enrollment needs of the university in light of the loss of high enrollment programs resulting from the realignment.  The [Strategic Plan Metrics Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Strategic%20Plan%20Metrics%20Report-1.pdf?language_id=1) illustrates the goals in these areas as well as provides evidence that the goals were established in light of resources and opportunities.

A critical metric for sustained success is the target of 68% First to Second Fall retention for the 2024 Cohort.  This metric assumes sustained improvement in retention of about 2% per year.  The 2019 Cohort retention rate, as discussed earlier, exceeded this goal; however, part of the increase, as discussed earlier, was attributable to students who should have been academically dismissed but were retained due to the application of special considerations for COVID. To ensure that those students are served, an aggressive and targeted retention plan was developed and is being implemented jointly by SST and the Tutoring Centers.  An aggressive advising plan with individualized student success plans agreed to by students and their primary role advisors, student success online course, and targeted tutoring sessions in high fail rate courses form the strategy for helping students continue their studies and progress towards graduation. It is also important to recognize that the retention rate for students who would not have been academically dismissed increased by 2% suggesting that the goal of 2% increase per year is on track as discussed in Criterion 2. In addition to the aggregate retention rate goals, a second goal focused on increasing the retention rate for underrepresented minority students.  The 2018 cohort rate was 41.5% which was a five year low.  The highest rate of retention for underrepresented minorities was the 2015 cohort at 55.5%.  The metric for this strategic initiative is 55.0% for the 2024 Cohort.  This goal is reasonable in light of past history. The report provides a full list of metrics and supporting metrics.

**5.B.3 The institution has a well-developed process in place for budgeting and for monitoring its finances.**

The operating budget process begins with the Office of Accounting and Budget working with the Office of Institutional Research and Analysis to project revenues for the upcoming period. Based on expected revenues, an expenditure budget plan is developed through a process that provides opportunities for widespread input. Operating with budget guidance provided to them, unit and department heads submit their requests to their deans/directors, who then prioritize the requests and pass them on to their respective vice chancellors. At the appropriate time, the chancellor and vice chancellors submit their respective area budgets to Budget and Planning. This information is then shared with the University Budget Committee. This committee is comprised of representatives from across the university and includes both faculty (6 in total, 1 from each college), staff (6) and representatives from Student Body Government (1), Budgetary Affairs Subcommittee (1) Faculty Senate (1) and the Budget Office (1). Based upon funds available, the committee makes recommendations to the chancellor to help prioritize the requests for inclusion in the budget plan. Ultimately, the budget plan is submitted to the Purdue University Board of Trustees for approval. Following approval, budget allocations to departments are made. The departments and schools have a significant degree of autonomy in authorizing expenditures.

Typically, the first priority to be addressed in the budget plan is that of unavoidable cost increases, e.g., utilities and staff benefits (promotion increments, Social Security, group insurance, and retirement programs). The consideration of other priority needs, such as salary increases, supply budget increases, library and technology support, new positions, and program initiatives follow. Depending upon expected revenues for the period and overall campus priorities, reallocation of existing budget resources are factored into the budget plan. The state also provides (a) new facility funds through a somewhat separate capital budgeting process and (b) renovation funds through a formula that considers amounts of space, age of facilities, and infrastructure.

The realignment presented specific budget challenges as discussed below.  Budget shortfalls in 2018-19 and 2019-20 are evident in a comparison of projected revenue and expenses to actual as reported for fiscal years ending in 2019 and 2020..

* [Budget versus Actual FY 2019](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Budget%20versus%20Actual%20FY%202019.pdf?language_id=1)
* [Budget versus Actual FY 2020](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Budget%20versus%20Actual%20FY%202020.pdf?language_id=1)

These differences, especially decreases in net revenue from tuition and enrollment losses, institutional  expenses related to COVID, the purchase of Park 3000 to house the Doermer School of Business and increased expenses related to tuition discounting reported in the scholarship category resulted in a PFW entering the zone defined in the HLC Financial Indicators in 2020. While PFW has consistently been above the zone, fluctuations year to year indicate that increased attention to reserve spending are needed.

* [HLC Ratios FYE Ending 2012 to 2019](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/HLC%20Ratios%20FYE%20Ending%202012%20to%202019.pdf?language_id=1)
* [2020 Final CFI Index Calculation.pdf](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/2020%20Final%20CFI%20Index%20Calculation.pdf?language_id=1)

Recognizing the importance of addressing these challenges, the [Strategic Plan Metrics Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Strategic%20Plan%20Metrics%20Report-1.pdf?language_id=1) (p.5) includes a target CFI of 3.0 by Fiscal Year 2025.  Attention to achieving this target is evident in current efforts in the current budget process.  For example, all units across campus have been asked to identify 10% budget cuts for the coming year.  The Office of Accounting and Budget is examining both budget, expenditures, and carryforwards across all unit to assure that units produce realistic budget projections, judiciously expend funds, and not hold carryovers so that funds not used in a budget year can be added to reserves. Human resources has placed controls on the position request process requiring requests to pass through a hiring committee.  Additionally, all position requests are reviewed by both the Vice Chancellor of the unit requesting a position and the Chancellor.  Academic Affairs continues to use visiting lines and continuing lecturers to meet pressing instructional needs and has a process for converting visiting lines to tenure track lines. Across the university, we are looking at course fill rates to assure that course enrollment generates tuition necessary to fund offerings within a department and across a college.

**5.B.4 The institution’s fiscal allocations ensure that its educational purposes are achieved**

The university prioritizes its core functions of teaching, service, student success, and research consistent with its mission.  The institutions allocation of resources is reported in the [Expenditures by Organizational Function](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5B/Expenditures%20by%20Organizational%20Function-9-29-2020.pdf?language_id=1)..  70.67% of expenditures are allocated to core processes as illustrated below.

* Instruction accounts for 45.6% of total expenditures ($60,656,393)
* Student services accounts for 11.84 % of expenditures ($15,740,787)
* Academic support accounts for 10.6% of expenditures ($14,170,229)
* Research accounts for 0.84% of expenditures ($1,118,082)
* Public service accounts for 1.79% of expenditures (2,382,474)

### Sources

* 2020 Final CFI Index Calculation.pdf
* Budget versus Actual FY 2019
* Budget versus Actual FY 2020
* Career Plan Maker
* Career Stream Comparison Tool
* Career Stream Guide
* Expenditures by Organizational Function
* HLC Ratios FYE Ending 2012 to 2019
* Job Family Structure for Purdue University
* Required Training - Purdue Fort Wayne
* Strategic Plan Metrics Report
* Transition with purpose
* VI.F.7 Performance Evaluation for Staff

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