Purdue University Fort Wayne—Strategic Planning Process
Report on Campus Feedback on the Draft of the Strategic Plan
April 22, 2019

Collection of Feedback

The draft of the complete strategic plan was shared with the campus on Monday, April 1. The draft included narratives, objectives, and strategic activities for each of our aspirations as well as a proposed narrative to accompany the vision included in our high-level strategy.

Feedback on the draft of the complete strategic plan was collected in four ways:
1. Through a feedback survey shared with all students, staff, and faculty (see Appendix B for a copy of the survey)
2. At six open forums
3. At meetings with Purdue Fort Wayne's shared governance groups
4. Through the "Share Your Voice" feature on the strategic planning website

The University Leadership Team and Strategic Plan Steering Committee also provided feedback to the Planning Teams.

Results

The feedback collected, which is summarized below and included in full in the appendices, reveals a great deal of support for the draft strategic plan. Individual objectives and strategic activities need refinement and there are some gaps that should be addressed, but overall the draft tackles the right issues and is directionally correct for the university.

In total, there were 305 student, staff, and faculty points of contact with the feedback process.[1]

There were several themes that emerged across the feedback we received on the draft strategic plan:
- There is tremendous support for our students; people want students to earn a high-quality education, have access to high-quality support services, and connect their classroom learning with meaningful experiential learning opportunities outside of the classroom
- There is a great deal of support for efforts to make Purdue Fort Wayne a better place to be a student, employee, and faculty member, but we need to be sure that we are attentive to the needs of all of our people (both in terms of accessibility and career advancement) and are thoughtful about how we choose to invest resources to achieve the greatest impact
- People strongly support efforts to make Purdue Fort Wayne a more diverse and inclusive place, but want to make sure that we are conceptualizing diversity in inclusive ways and that we are fully considering our existing support structures and services (e.g., TRIO, the Office of Diversity and Multicultural Affairs) when discussing adding new ones (e.g., new administrators and staff)
- People greatly value the role that Purdue Fort Wayne plays in our community and are excited about the ways we might expand our impact in the future

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[1] This total includes 98 participants in open forums, 92 participants in shared governance presentations, 26 participants in the Leadership Team and Steering Committee meetings, 82 feedback surveys, and 7 "Share Your Voice" submissions. These totals include people who provided feedback in more than one way, such as by attending both a forum and a shared governance presentation or attending a forum and completing the feedback survey.

- People identified several important gaps in the current draft of the plan, including alumni, development, adjunct faculty, an explicit discussion of technology, and anything about our current or potential future academic programming; there was also a concern that faculty and student research is underemphasized in the draft
- Beyond the contents of the plan, people expressed a great deal of interest in the implementation process, especially issues of accountability, resources, assessment of progress, identifying which strategic activities we will work on, and how the plan will evolve in the future

What follows are more detailed summaries of the feedback collected.

Feedback Survey

A total of 82 people answered at least one question on the feedback survey; 58 people completed the full survey. As the summary results below and the complete results included in Appendix C indicate, there was strong support for the draft strategic plan.

<u>Aspirations</u>

For each aspiration, the survey asked respondents to indicate their level of agreement with this statement: "The proposed objectives and strategic activities for the aspiration are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area)." Respondents were asked to explain their answers.

Champion Student Success

81% of respondents Agreed/Strongly Agreed with the objectives and strategic activities proposed for this aspiration. Multiple respondents indicated support for advising activities and experiential learning and career preparedness activities (although some questioned the feasibility of making it a requirement for all students). Several respondents expressed concern with the focus on CELT in objective 1 and the leadership certificate proposed in strategic activity 3.4.

Enhance Quality of Place

77% of respondents Agreed/Strongly Agreed with the objectives and strategic activities proposed for this aspiration. Respondents appreciated much of what was proposed in this aspiration but recommended that greater attention be paid to the accessibility of the campus in thinking about infrastructure and facilities. Multiple respondents expressed a concern for the proposal in strategic activity 3.4 to invest significant resources in upgrading our athletics facilities.

Embrace Diversity and Inclusion

76% of respondents Agreed/Strongly Agreed with the objectives and strategic activities proposed for this aspiration. There was strong support for much of what was proposed in this aspiration, especially the campus climate survey as a driver of our efforts in this area. Several respondents encouraged the Planning Team to think as broadly as possible about diversity. Multiple respondents objected to the proposal to add an associate vice chancellor for diversity and inclusion. Multiple respondents appreciated the internationalization portion of the plan, but encouraged the Planning Team to add more detail to their proposals.

Promote Community Engagement

86% of respondents Agreed/Strongly Agreed with the objectives and strategic activities proposed for this aspiration. Most respondents expressed strong support for increasing our community engagement efforts. Several stressed the importance of objective 4 to communicate our engagement

activities. Several respondents expressed concern with strategic activity 1.2, which calls for community engagement criteria to be considered in faculty promotion and tenure cases and in employee evaluations; there was confusion over whether this would be a requirement for all faculty and staff or simply an option open to faculty and staff who participate in engagement efforts.

<u>Vision Narrative</u>

The survey asked people to indicate their level of agreement with this statement: "The narrative clarified the meaning of our vision and describes a university at which I would be proud to work/earn a degree." Respondents were asked to explain their answers.

86% of respondents Agreed/Strongly Agreed with the statement. There was strong support for the proposed narrative. Those who Disagreed/Strongly Disagreed objected to individual phrases or the absence of specific words or concepts in the narrative.

<u>Overall Strategic Plan</u>

The survey asked respondents to think about the strategic plan after it has been revised to incorporate feedback from the campus community and to indicate their level of confidence in this statement: "Our strategic plan will make Purdue Fort Wayne a better place to learn, live, and work and will move us toward achieving our vision to 'empower every person, every day, to improve our world.'" Respondents were asked to explain their answers.

31% of respondents were confident that the statement is correct.
57% of respondents were somewhat confident that the statement is correct.
12% of respondents (all faculty) were confident the statement is NOT correct.

The most common explanation provided by those who indicated that they were only somewhat confident was a concern about follow-through; they believe in the plan but worry about our ability or willingness to implement the plan. For many of those confident the statement was NOT correct, they expressed disapproval of the draft and/or a belief that it will be ignored by the administration.

See Appendix C for complete survey results.

Open Forums

At each open forum, attendees expressed support for the draft strategic plan and the work of the Planning Teams. Those comments are not documented below. What follows are the notes taken by Jeff Malanson, chair of the Strategic Plan Steering Committee at each forum, which were shared with the Planning Teams immediately after each forum.

<u>Tuesday, April 2</u>

Student Success
- Strategic activity 3.2—co-curricular objectives can be a roadblock for students with extensive outside commitments
- Objective 2 measures—indicating starting percentages would clarify what we are trying to accomplish

Quality of Place
- Strategic activity 1.6—The Learning Community had two representatives present and wanted to make sure the Planning Team is aware that they still have a partnership with Purdue Fort Wayne.

People associated with the university get preference for spaces, they have friendly pricing and payment policies and flexible scheduling.

Diversity and Inclusion
- Strategic activity 3.1—broaden K-12 outreach to include early childhood education
- Strategic activity 3.2—absence of adult/returning students from list
- Objective 5—"welcoming" means tolerant (according to recent SafeZone training); better word choice might be "inclusive" or "affirming"
    - Someone also suggested the AAC&U's "Making Excellence Inclusive" initiative

<u>Wednesday, April 3—APSAC forum</u>

The forum featured a wide-ranging discussion that lasted for an hour and forty-five minutes about various aspects of the draft strategic plan, administrative bloat, resource availability, long-term demographic changes, and similar issues facing Purdue Fort Wayne and higher education institutions more generally. Attendees also raised the following specific questions and concerns:

Student Success
- How do we know that the activities that have been proposed will actually address the retention problems we have? Do we know why students leave/do not succeed?

Quality of Place
- Many of the strategic activities are weighty and somewhat abstract in nature

Diversity and Inclusion
- Strategic activity 1.4—Why an Associate Vice Chancellor (rather than a position higher or lower in the administrative structure)? How does this impact/relate to the Office of Diversity and Multicultural Affairs?

Community Engagement
- Strategic activity 4.1—CollegeTV was curious how they fit into this given that they broadcast many events and make them available online afterward

General Points
- How should units be thinking about fitting their own existing strategic plans and initiatives with the new strategic plan?
    - The Strategic Plan Steering Committee will be working with units over the summer and in the fall to understand (1) how units see themselves contributing to the plan, and (2) how existing unit initiatives relate to our new strategic plan
- As ideas that cut across all parts of the plan, people were interested in increasing accountability, a culture of assessment, and collaboration between units (especially at the staff level)
- Taken as a whole, the plan proposes adding a lot of new administrators and staff to the university—are we concerned about administrative bloat and resource scarcity?
- Multiple aspirations feature objectives and activities focused on campus programming (existing and new), increasing campus engagement with that programming, and expanding community awareness of that programming—can/should these be combined/linked in some way?

<u>Friday, April 5</u>

Student Success
- Very glad to see mental health addressed

Quality of Place
- Strategic activity 3.4 seems like it would cost a great deal of money

Diversity and Inclusion
- Intent of strategic activity 2.1?

Quality of Place and Community Engagement
- Glad to see activities related to communicating about the campus—internal and external communication needs work

Monday, April 8

Student Success
- Objective 2 measure 3—students not understanding the demands/expectations of college compared to high school
- Strategic activity 2.3—What is the relationship between the proposed retention teams and existing support structures such as CARE Teams?
- Strategic activity 3.5 is a wonderful idea, but tutors will need training
- Strategic activities 4.3 and 4.4—we now have grant funding to train faculty and staff, but encounter resistance from those who do not view it as their responsibility

Quality of Place
- Should strategic activity 3.3 (or a different part of the plan) include more explicit reference to mental health support for faculty and staff?

Community Engagement
- Commencement on campus? Return of RiverFest? How do we get people to come to campus?

General Points
- The timeline for accomplishing many of the strategic activities is unclear
- Is there a technology component to the plan?
- The university lacks a mental health policy/crisis policy on campus for how to deal with students, staff, and faculty experiencing mental health crises
- Synergy between strategic activities in each aspiration related to programming, campus life, and community engagement

Thursday, April 11

General Points
- What does "world" mean in the context of the vision statement? How can students improve the world if they have never left northeast Indiana?
- Connections and synergies between Quality of Place and Diversity and Inclusion
- Anywhere we discuss subsets of students, do not forget about students with disabilities
- Many activities propose hiring new people—how do we do all of this with the resources we have?
- Growth in graduate students and graduate programs?
- Accountability for implementation?

Wednesday, April 17

Student Success
- A concern that was expressed most clearly today, but which has emerged in other forums and in some of the feedback surveys, is that many of the strategic activities are potentially too specific

- o Under Objective 1, people really like the ends of improving active learning and success rates in online courses, of promoting the use of high-impact practices, of providing more support to LTLs, etc., but worry that using CELT as the only mechanism to accomplish these things potentially limits our impact
    - ▪ CELT grants/training programs are certainly one way of approaching improvement in these areas, but they are not the only approach we could take
  - o Under Objective 3, getting more students to engage in co-curricular and experiential learning activities is widely supported, but connecting those goals to advising is a hurdle
  - o Also under Objective 3, the idea of expanding Leadership Training (or, more broadly, creating credentials that speak to the development of relevant marketable skills) is a good thing, but the specific 18-30-credit hour certificate is seen as being overly prescriptive
  - o Potentially making some of the very specific strategic activities a bit more general (e.g., increase the utilization of high-impact practices in highly-enrolled first-year general education courses; create interdisciplinary certificate programs focused on important skills such as leadership and communication through which students can earn a credential in addition to their degree) might make them stronger
- One specific suggestion for a new strategic activity is to give departments one course release per semester or year in order to give faculty time to get new training, work with CELT, reevaluate their pedagogy, redesign their courses, etc.
- The way to improve student learning is by increasing training, security (esp. for adjuncts), and pay
- In strategic activities focused on advisors, it is unclear if this means all advisors, faculty advisors, professional advisors, etc.
  - o Is it feasible for advisors (especially faculty advisors) to be able to build 4-year plans that include co-curriculars at the beginning of a student's first year?

Quality of Place
- Objective 1: Attract and retain students, faculty, and staff is all one objective, when the mechanisms required for each are very different
- New proposal: create more time-efficient means of fulfilling staff and faculty responsibilities by better leveraging technology and improving information sharing across campus
- Multiple people expressed a concern about the high-cost and potentially limited impact of the strategic activity focused on improving athletics facilities
- A strategic activity focused on maintaining support for faculty research, scholarship, and creative endeavor was raised and supported by multiple people

Diversity and Inclusion
- What is here is good, but the plan is silent on building up the support services that we already have, such as TRIO, ODMA, Center for Women and Returning Adults, etc.
- Should the section on internationalization include a strategic activity focused on increasing foreign language learning on campus?
- Strategic activity 5.1—we already offer a great deal of cultural programming, so how do we know that the proposed increases (15% and 25%) are feasible or appropriate?

Community Engagement
- Strategic activity 1.2—concern that this dictates to departments that they must change their P&T criteria and must change expectations for faculty

General Points
- More training for LTLs is good in theory, but what would really be more impactful for our adjunct faculty (and their ability to support student success) is increasing their pay
- Much like we might benefit from having a broader conversation about how students define success, it might be worth having a broader conversation about what it means to be a faculty member at Purdue Fort Wayne in 2019—What are the expectations for job performance? Is teaching, research, and service (with only teaching and research being a formal part of faculty FTE) still the appropriate criteria for evaluation? Etc.

Shared Governance Group Presentations

The Strategic Plan Steering Committee reached out to each shared governance group to schedule a time to present the draft strategic plan and to collect feedback.

<u>Monday, March 25—Student Government Association</u>

We shared the high-level strategy document and preliminary objectives, answered questions about our strategic planning process, and brainstormed ideas for engaging students in the feedback process. Approximately 25 students attended the meeting.

<u>Monday, April 15—Fort Wayne Senate</u>

The Fort Wayne Senate held a special meeting to discuss and provide feedback on the draft strategic plan. Approximately 48 people, the vast majority of whom were members of the Senate, attended the meeting. Attendees raised the following specific questions and concerns:

Student Success
- Very specific numbers attached to the measures—do we know how feasible these are as goals?
- Students do not have time to do anything other than go to classes—we need to find out what the students want and need to be successful
- One senator does not like mandatory training for all academic advisors and does not understand why everyone needs to change the way they teach
- Campus student services—we do not offer enough

Quality of Place
- Retention of students, staff, and faculty in the same objective when they each require different interventions
- Strategic activity 2.2 can be read as proposing replacing the faculty Senate—this should be revised to either make that explicit or to clarify what the actual intention is

Diversity and Inclusion
- What does diversity mean in the objectives and strategic activities?
- Should diversity also consider socio-economic background?

Community Engagement
- Who is the public we serve? How do we serve them?

General Points
- Strategic Aspirational Universities not similar to Purdue Fort Wayne at all, especially in terms of financial resources
- Tension between strategic activities that start with assessment of current state vs. those that jump to adding new services, facilities, etc.

- Overemphasis on more not better—most activities propose adding rather than improving what we have through reflection
- Interdisciplinarity and liberal arts are missing
- Accountability
- Sections of the plan seem contradictory and unrealistic
  - Figure out co-curriculars in the first year when students do not know what they want to do? Can Fort Wayne support internships for all students?
  - We cannot actually control all retention factors
- Resources to support the plan
- If we recruit good students, we do not need to worry so much about retention—what is our selling point?
- There should be an emphasis on innovation and interdisciplinarity
- What will prioritization of the plan look like?
- There was a concern raised a couple of times about the appearance of "pet projects" in different parts of the plan and how that undermines the whole plan
- One senator asked how the vision and the complete plan reflects how we are marketing ourselves to students—what can we use in here to make ourselves more attractive to prospective students?; another senator disagreed with this point

Monday, April 15—Administrative and Professional Staff Advisory Council

Twelve people attended the APSAC Steering Committee meeting. After a brief presentation on the strategic planning and feedback collection processes, almost all of the discussion focused on establishing accountability for plan implementation.

Tuesday, April 16—Clerical and Service Staff Advisory Committee

Seven CSSAC members attended the meeting. The discussion primarily focused on what will happen after the plan is finished: What happens over the summer? What will the Director of Strategic Planning and Implementation do? Where does the plan "live" when it is finished? What role has and will the Board of Trustees play?

"Share Your Voice"

There were seven "Share Your Voice" submissions, each of which focused on different aspects of the plan. See Appendix D for all "Share Your Voice" submissions.

Leadership Team and Steering Committee Feedback

Leadership Team

The Leadership Team met for three hours on Wednesday, April 10 to discuss the draft strategic plan and preliminary plans for implementation. The Leadership Team provided both holistic feedback and aspiration-specific feedback to the Planning Teams.

Holistic Feedback
- The draft is largely silent on academic programming and increasing the number of students enrolled at the university
- Development (fundraising, alumni affairs, etc.) is also absent in the draft
- Research, Scholarship, and Creative Endeavor are underrepresented in the plan; phrased another way, faculty success as a plan goal is largely absent
- Engagement is potentially too broadly conceived of and as a result lacks sufficient precision
  - It might make sense for the non-community engagement aspirations to reassess their use of the term

- If a defining feature of our strategic plan is community engagement, we should be thinking about how our plan aligns with Vision 2030, the three main objectives of which are (with how they do or could intersect with our strategic plan):
  - Increase personal income to 90 percent against the national average
    - Expansion of graduate education
  - Increase the population of northeast Indiana to 1 million residents
    - Attraction and retention of people to the region
  - Increase postsecondary education and credential attainment to more than 60 percent
    - Increase retention and graduation rates
    - Develop new certificate and undergraduate programs aimed at returning students and working adults
    - Develop mechanisms to make returning to school to finish a degree easier

Student Success
- The plan says a lot about adding support services and working with individual faculty to improve teaching, but does not address the curriculum more broadly
  - The Leadership Team recommends adding a strategic activity under Objective 2 focused on the role academic departments can play in supporting student success
- Student development is potentially not interwoven enough throughout the plan

Quality of Place
- The Leadership Team recommends adding a strategic activity under Objective 1: Maintain an environment supportive of academic freedom and faculty research
- Strategic activity 1.1 could be expanded to include specific language about enrollment growth as an explicit goal

Diversity and Inclusion
- While the aspiration is supposed to understand diversity broadly, it is potentially too abstractly used in the objectives and strategic activities
- Consider combining the multiple strategic activities focused on creating parts of an infrastructure to support Diversity and Inclusion into a single strategic activity calling for the creation of an appropriate infrastructure to support Diversity and Inclusion

Community Engagement
- The Leadership Team recommends adding a strategic activity under Objective 2: Develop new undergraduate and graduate programs that drive economic development and social mobility
- As written, strategic activity 1.2 can be read to require all faculty and all employees to participate in community engagement activities in order to keep their jobs
  - The Leadership Team recommends rewording 1.2 to clarify the intent

<div align="center">Steering Committee</div>

The Steering Committee met for one hour and forty-five minutes on Friday, April 12 to discuss the draft strategic plan. The Committee provided aspiration-specific feedback to the Planning Teams.

Student Success
- A lot of discussion centered on the focus on CELT in Objective 1
  - Does the focus on CELT potentially miss people who undertake improvement activities without utilizing CELT?

- o Does the focus on CELT potentially limit the impact of the good ideas embedded in the strategic activities under Objective 1?
  - o Expansion of grants and funding implicitly suggests an expansion of CELT, but it might be better to incorporate a specific strategic activity focused on expanding CELT and the mix and reach of its services and support
- The role of academic departments and programs in supporting student success is largely absent
- Potentially highlight some of the high-impact practices that can improve learning, success, and retention, especially involvement with research and internships
- Changing faculty culture to better understand that student success is a primary concern

Quality of Place
- Is Objective 1 missing an adjective (e.g., "high-quality"[?] students, staff, and faculty)
- Think about ADA compliance when considering quality of place, facilities upgrades, etc.
- Strategic activity 3.1—replace "world-class" with "excellence in"
  - o Potentially add undergraduate and graduate—something like "Invest in the infrastructure necessary to facilitate excellence in research and teaching at the undergraduate and graduate levels."

Diversity and Inclusion
- Clarify strategic activity 2.5—Create opportunities for international students to stay on campus over the summer and to increase interaction with campus life
- Stemming from some of the comments on the feedback survey, there was a lengthy conversation about strategic activity 1.4 and general agreement with the recommendation from the Leadership Team that, at this stage, the placement of a Diversity and Inclusion officer at a specific place in the administrative structure matters less than the establishment of the appropriate infrastructure and resources to meaningfully support and advance Diversity and Inclusion efforts on the campus

Community Engagement
- Connection between community engagement and development?
- Create a new activity that talks about ways of developing new revenue streams/resources to support community partnerships
  - o This could come in the form of fundraising, contracts, grants, etc.
- Career Services as a conduit for linking students to community and business partners?
- Types of community engagement defined in Objective 2 are not advanced by specific strategic activities

This feedback report was compiled by Jeff Malanson, chair of the Strategic Plan Steering Committee.

Appendix A: Draft Strategic Plan

<u>Purdue University Fort Wayne—Draft Strategic Plan</u>

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

1. <u>Objective</u>: Improve student learning.
   Measure: Increase the number of faculty who have redesigned their courses using demonstrably effective teaching and learning strategies by 20% by 2023.
   <u>Strategic Activities</u>:
   1.1. Develop Center for the Enhancement of Learning and Teaching (CELT) course redesign programs/grants funded by the Office of Academic Affairs (OAA) that teach and promote the use of active learning strategies in online/hybrid courses.
   1.2. Develop CELT course redesign programs/grants funded by OAA that teach and promote the use of [High-Impact Practices](#).
   1.3. Develop CELT course redesign programs/grants funded by OAA that target Limited Term Lecturers.
   1.4. Develop CELT course redesign programs/grants funded by OAA that teach and promote course design that engages students with community partners.
   1.5. Increase faculty awareness of and interest in CELT's "Learning to Teach Online" three-week online course for faculty.
   1.6. Develop a teaching award for Excellent Use of High-Impact Practices in highly-enrolled freshman-level courses.
2. <u>Objective</u>: Increase student retention, persistence, and completion.
   Measure 1: Increase the second fall semester, first-time, full-time bachelor degree-seeking retention rate by 2% per academic year to 70% by 2023.
   <u>Strategic Activities</u>:
   2.1. Develop financial aid programs that make attending full-time (15 credit hours or more per semester) a financially-viable option.
   2.2. Invest in an early alert system—gather as much data as possible and as early as possible for intensive student interventions.
   2.3. Establish a retention committee with staff from Student Life and Leadership, Student Success and Transitions (SST), Financial Aid, Institutional Research, etc. to review potentially "at-risk" students and offer appropriate interventions needed to ensure timely degree completion.

   Measure 2: Increase the 6-year, first-time, full-time, bachelor degree-seeking graduation rate by 4% per academic year to 50% by cohort year 2018.
   <u>Strategic Activities</u>:
   2.4. Advisors monitor student progress toward degree attainment and help remove roadblocks to enrollment and completion.
   2.5. Offices that support student success (e.g., SST, Financial Aid, Registrar, Academic Support Services) offer programs and advising at times and locations convenient to students, including expanding online services.
   2.6. Full-time staff to support 21st Century Scholars.

Measure 3: Increase the percentage of first-year students who successfully complete coursework by 7% per year to 75% by 2023.
    Strategic Activities:
2.7. Offer classes at times and locations convenient to students, including expanding online/hybrid offerings.

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

4. Objective: Increase students' engagement with university life and invest in their holistic development.
    Strategic Activities:
4.1. Cultivate an engaging campus culture where everyone (students, faculty, staff, and alumni) are encouraged to participate.
4.2. Develop a deeper connection between faculty/staff and students at recruitment and new student events.
4.3. Expand resources and raise awareness of mental health and other health services on campus.
4.4. Train faculty to be better equipped to identify and assist students with mental health issues.
4.5. Establish scholarships for and increase the number of students utilizing the study abroad and student exchange programs.
4.6. Connect incoming students to campus job opportunities.
4.7. Identify and create more meeting spaces and resources on campus for students to engage in campus activities.
4.8. Expand intramural sports and gaming events, including e-sports leagues.

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

1. Objective: Attract and retain students, faculty, and staff.
    Strategic Activities:
1.1. Strengthen our reputation for the quality of student on-campus experience and future success.
1.2. Enhance engagement of faculty and students in research, scholarly activities, and create endeavors.

  1.3. Champion a system of keeping the cost of tuition affordable for students by expanding need-based financial aid.

  1.4. Attract and retain top candidates both locally and nationally for open employee positions.

  1.5. Expand and promote opportunities that support the success of traditionally underserved groups, including first-generation college students and military veterans.

  1.6. Revitalize on-campus affordable, high-quality childcare services for students and expand services to include employees and the community.

2. <u>Objective</u>: Be an exemplar employer for northeast Indiana.
  <u>Strategic Activities</u>:

  2.1. Prioritize employee compensation to include annual Cost-of-Living Adjustment (COLA) increases and merit increases based on evaluations.

  2.2. Institute a collaborative governance structure that includes representation and participation from all levels of staff and faculty.

  2.3. Establish a meaningful, supportive performance-review system designed to help employees achieve their maximum potential.

  2.4. Increase the range of opportunities and level of funding for professional development and career advancement.

3. <u>Objective</u>: Make our grounds and facilities inviting to the campus and surrounding communities.
  <u>Strategic Activities</u>:

  3.1. Invest in the infrastructure necessary to facilitate world-class teaching and research.

  3.2. Expand and improve options for affordable on-campus dining and housing.

  3.3. Add dedicated health, recreation, and wellness facilities with programs for staff, students, and the community.

  3.4. Match the caliber of our athletics facilities to our Division I status.

  3.5. Initiate a campus beautification plan to include new, improved, and community-accessible landscaping, building improvements, walkways, etc.

4. <u>Objective</u>: Offer programming that centers Purdue University Fort Wayne as a cultural destination for northeast Indiana.
  <u>Strategic Activities</u>:

  4.1. Offer and promote a variety of arts, athletics, and educational programming that attracts diverse audiences and encourages participation by students, faculty, staff, and the community.

  4.2. Develop and promote high-quality course, program, and extracurricular offerings that support both career and holistic human development.

  4.3. Increase marketing, publicity, and participation for expanded programming targeted to engage our students and community.

  4.4. Establish centers and programming that share the historic traditions and living cultures of our global community.

Embrace Diversity and Inclusion

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

1. Objective: Our institution will cultivate an affirming campus climate that embraces a culture of mutual understanding, equity, and respect to stimulate dialogue and remove barriers among campus constituents through interactive avenues.
   Strategic Activities:
   1.1. Conduct a campus climate survey.
   1.2. Develop a process of engagement and sustainability.
   1.3. Implement unit-level diversity, equity, and inclusion (DEI) plans initiated by units.
   1.4. Create a DEI leadership position (at the level of an Associate Vice Chancellor) with direct reports and funding.
   1.5. Create a leadership training program for DEI and deliver to 20% of faculty and staff each year over a five-year period.
   1.6. Establish standard operating support in the university's annual budgeting process for all units.
   1.7. Create a training program for DEI hiring practices.

2. Objective: Our institution will pursue internationalization through support structures that promote equity and inclusion at every level of the university by investing resources and providing professional development opportunities.
   Strategic Activities:
   2.1. Outline a support structure and resources for internationalization projects.
   2.2. Identify and develop partnerships that link higher education at the university with other world regions.
   2.3. Increase the international attractiveness of the campus.
   2.4. Assess current curriculum and courses to ensure diverse international offerings.
   2.5. Increase international student presence on campus in the summer prior to beginning at the university.

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

4. Objective: Our institution will foster opportunities that broaden the pipeline for faculty and staff diversity and equity.
   Strategic Activities:
   4.1. Allocation of resources/support for infrastructure that progresses DEI.
   4.2. Education/training for hiring processes and bias.

4.3. Implement and increase a faculty exchange program.
4.4. Increase J1 visas on campus.
4.5. Implement an incentive program for DEI initiatives in hiring.
4.6. Implement an industry fellow program.

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

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

1. <u>Objective</u>: Purdue University Fort Wayne has an organizational structure that supports and encourages community engagement for students, faculty, and staff across campus.
    <u>Strategic Activities</u>:
1.1. Restructure/expand an active, results-oriented Office of Engagement to provide a broad spectrum of support functions, including scholarship, administrative support, project funds, and assessment.
1.2. Incorporate community engagement criteria for (a) faculty promotion and tenure and (b) professional advancement and development evaluations for all employees.
1.3. Reestablish the university as a Carnegie Community Engagement ranked institution.

2. <u>Objective</u>: Purdue University Fort Wayne partners with organizations and the public at-large to provide value in the following domains:
    • Economic development — Positively impact communities in northeast Indiana and beyond in developing vibrant economies by supporting our regional business community, resulting in the creation and retention of high-skill and high-wage jobs. The university plays a key role in business retention, attraction, and expansion efforts through applied research, technology development, and other economic engagements.
    • Human capital development and social mobility — Develop the human capital within the northeast Indiana region and the state of Indiana through delivery of relevant degree and non-degree educational programs to build skill sets in target groups as well as contributing to lifelong learning opportunities. Promote social mobility through the delivery of educational programs and experiences that benefit the populations of our region.
    • Social and cultural development — Positively impact the development of the communities in our region, supporting the goal of northeast Indiana becoming a place of choice to live for both current and prospective residents. The campus can provide a wide range of recreational and cultural experiences for the community, allowing them to appreciate social and cultural diversity in an interconnected world. Important components of this programming will include

educational, cultural, and recreational programming as well as international educational experiences.

- Health and well-being — The campus makes significant contributions to the health and well-being of people in northeast Indiana and beyond through relevant applied research projects, educational programs, community service, and activities.
- Environmental sustainability — Positively impact the environment of the region, state and beyond through responsible environmental stewardship, research, and educational programs.
  Strategic Activities:
2.1. Faculty and staff work with the Community Engagement Council and the Office of Engagement to identify and complete engagement projects.
2.2. Establish/strengthen relationships with community partners to increase community-campus collaborations and host and operate more events open to the public.
2.3. Establish new community partnerships at each level: presence, connections, activity/project/event, and relationships.

3. Objective: Students, faculty, and staff in the community are engaged through intentional curricular, co-curricular, and volunteer experiences to transform student learning.
   Strategic Activities:
   3.1. Make community engagement a distinguishing attribute of the Purdue University Fort Wayne student experience.
   3.2. Increase courses offering a service-learning component.
   3.3. Create a service-learning certificate to be awarded upon graduation.

4. Objective: Our engagement successes are communicated to internal and external audiences to increase awareness of Purdue University Fort Wayne's contributions.
   Strategic Activities:
   4.1. Communicate all public events, including Mastodon games, plays, musical performances, and lectures on campus to the public.
   4.2. Strengthen the relationship between Communications and Marketing and academic and non-academic units to identify media opportunities.
   4.3. Incorporate community engagement successes in internal electronic newsletters.
   4.4. Promote Purdue University Fort Wayne community engagement activities for publication and presentation in relevant forums.

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

Appendix B: Feedback Survey

Strategic Plan Feedback Survey

Please use this survey to provide feedback on the draft of the strategic plan. Questions will ask you to evaluate how directionally correct the proposed objectives and strategic activities for each Aspiration are and to offer feedback and suggestions on those objectives and strategic activities.

Aspirations are the ends and long-term focus areas of the strategic plan. They are the major accomplishments of the strategic plan.

Objectives are the expected results of and detailed achievements to support our aspirations. The objectives define success in accomplishing our strategic plan.

Strategic Activities are specific actions that will be taken by academic and administrative units to implement the objectives.

If you do not already have a copy of the strategic plan draft in front of you, please open it in a separate window at this time. You can access the draft here.

Please use the numbers in each aspiration (e.g., objective 2, strategic activity 1.4, etc.) in your comments about specific objectives or activities in the plan.

How do you categorize yourself?
- o Student
- o Staff
- o Faculty

The questions on this page focus on the aspiration to **Champion Student Success.**

Please indicate your level of agreement with the following statement:

The proposed objectives and strategic activities for the aspiration to Champion Student Success are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
- o Strongly Agree
- o Agree
- o Disagree
- o Strongly Disagree

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

The questions on this page focus on the aspiration to **Enhance Quality of Place.**

Please indicate your level of agreement with the following statement:

The proposed objectives and strategic activities for the aspiration to Enhance Quality of Place are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
- o Strongly Agree
- o Agree
- o Disagree
- o Strongly Disagree

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

The questions on this page focus on the aspiration to **Embrace Diversity and Inclusion.**

Please indicate your level of agreement with the following statement:

The proposed objectives and strategic activities for the aspiration to Embrace Diversity and Inclusion are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
- o Strongly Agree
- o Agree
- o Disagree
- o Strongly Disagree

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

The questions on this page focus on the aspiration to **Promote Community Engagement.**

Please indicate your level of agreement with the following statement:

The proposed objectives and strategic activities for the aspiration to Promote Community Engagement are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
- o Strongly Agree
- o Agree
- o Disagree
- o Strongly Disagree

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

The questions on this page focus on the **narrative accompanying our vision to "empower every person, every day, to improve our world."**

The strategic planning Leadership Team has proposed the following narrative to accompany the vision to "empower every person, every day, to improve our world":

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

Please indicate your level of agreement with the following statement:

The narrative clarifies the meaning of our vision and describes a university at which I would be proud to work/earn a degree.
- o Strongly Agree
- o Agree
- o Disagree
- o Strongly Disagree

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

_____

The questions on this page focus on the **strategic plan as a whole.**

Think about our strategic plan after it has been revised to incorporate feedback from the campus community, please indicate your level of confidence in the following statement:

Our strategic plan will make Purdue Fort Wayne a better place to learn, live, and work and will move us toward achieving our vision to "empower every person, every day, to improve our world."
- o I am confident this statement is correct
- o I am somewhat confident this statement is correct; I wish that I were more confident
- o I am confident this statement is NOT correct
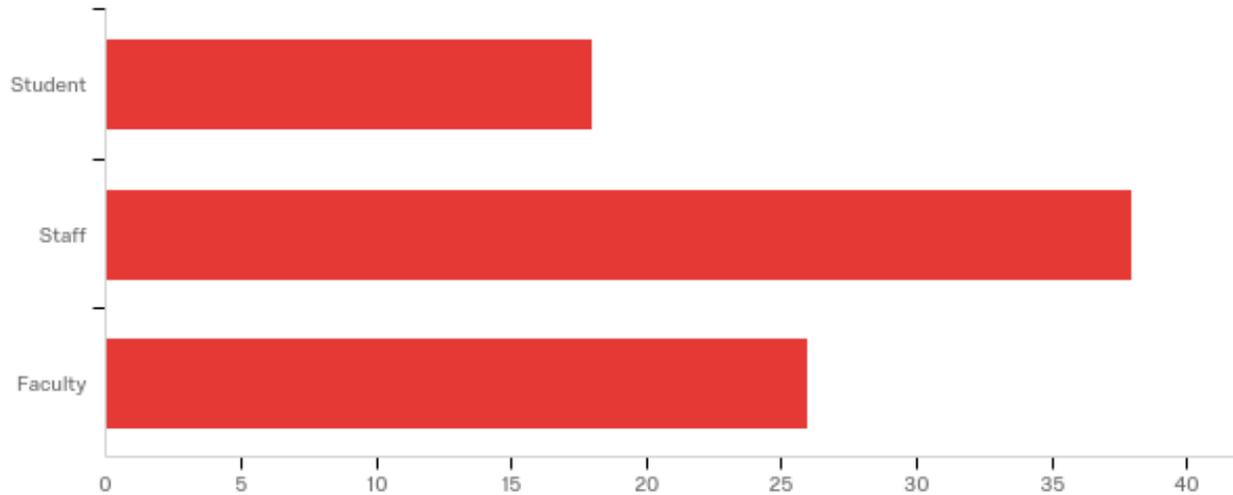
Please explain your answer.

_____

Do you have any final comments or feedback on the draft of the strategic plan or on our strategic planning process?

Appendix C: Feedback Survey Results

Strategic Plan Feedback Survey
April 19th 2019, 12:36 pm EDT

How do you categorize yourself?

#	Answer	%	Count
1	Student	21.95%	18
2	Staff	46.34%	38
3	Faculty	31.71%	26
	Total	100%	82

Please indicate your level of agreement with the following statement: The proposed objectives and strategic activities for the aspiration to Champion Student Success are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
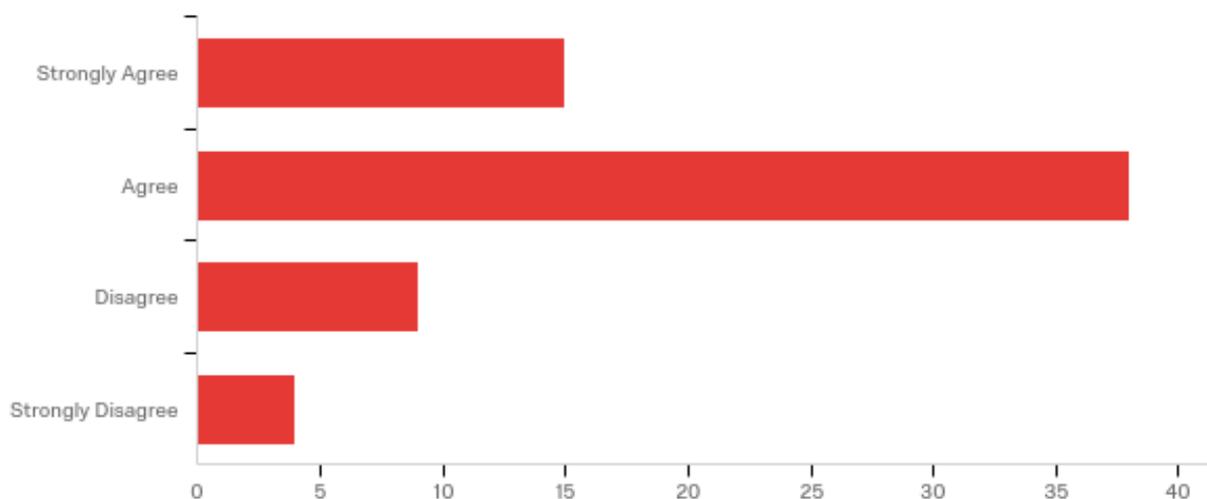
#	Answer	%	Count
1	Strongly Agree	22.73%	15
2	Agree	57.58%	38
3	Disagree	13.64%	9
4	Strongly Disagree	6.06%	4
	Total	100%	66

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

There is too strong an emphasis on online learning and some of the strategic activities seem to come out of nowhere: is there evidence that students don't already have access to enough online courses? Why is assessing what we already have the first step here, as it is with diverse and international offerings in 2.4. And the requiring internships, externships, and experiential learning of every student is overly prescriptive. No all majors would benefit from this. And why is there no mention of investing in initiatives like lower faculty:student ratios that clearly correlate with student success? Our current reliance on too many part-time faculty is completely out of line with our stated goals. Investing in more full-time faculty is the first step to improving student success. Also, the issue of students' mental health is not something more aware faculty can fix. Our students need access to health services and quality health insurance. And finally: "Starting in Fall 2019, expand leadership development for students through the addition of one credit hour courses to the curriculum that award an 18-30 credit-hour leadership certificate." This is an oddly specific strategic activity and suggests that people are using the SP to advance personal pet projects. If pet projects are allowed in the SP, then the whole thing loses its legitimacy.

I see nothing that involves the TRIO Programs (which are already successfully meeting many of these goals) mentioned. Bring them into the conversation.

They take into account the opinions of most stakeholders and are measurable and actionable.

--For 2.3, individual departments/programs need to be represented in the committee. This likely means faculty but could also mean staff. Otherwise, the result will very likely be siloed outside of instruction or programmatic activities, creating overlap, gaps, and conflict. -- For Objective 2, Measure 2, 4% annual increase in grad rate seems ambitious. Maybe that's achievable, especially if we tackle low-hanging fruit initially, but it seems hard to sustain. --Overall, there is a lot of talk about hybrid/online. There are many benefits to this mode, and students are requesting it, but do we know that it actually promotes retention/graduation? It seems in direct conflict with other known indicators of retention, such as sense of belonging/community. I'm not suggesting we avoid hybrid/online, but we need to be aware of potential unintended consequences.

I would like to state my sincere thanks to all of those on campus that have taken it upon themselves to devote their time on the planning committees and the co-chairs. As a participant and a spectator, I believe this is what the university (and myself) needs to move in the right direction by 2025.

I agree with the objectives and activities outlined, and believe are they VERY important in retaining students. 2.2 will be vital. I am concerned with 2.3 and 2.6. I believe these are important; however, I would HIGHLY encourage that TRIO SSS be a part of these objectives or something in this section as well.

I actually agree with the majority of the proposals but I have strong misgivings about 2 areas. 2.7- If we are trying to increase first year success rates, it seems online offerings are not appropriate as they generally have much higher failure rates for all students especially among low performing student populations. I have serious concerns about 3.3 as many degrees do not have broad offerings for intern, extern or experiential learning opportunities, that would tank our graduation rates in many departments. I think these opportunities should be highly encouraged but not required for all fields. I am highly in support of areas 2.1, 2.6, and 4.3. I like the idea of 4.4 but want to see good implementation of the training. This training would ideally include representatives from the mental health care field coming to each department for a training session as opposed to a yearly online video with a quiz at the end.

I do not know the research or evidence upon which the objectives and strategic activities were based or how they will be fully and comprehensively assessed in order to make a sound judgment.

I think it's good that we want to improve student learning that an experiential career piece (internship, externship, etc.) is included.

I feel that the Objective 3 is going to be difficult to implement in large programs. There are not enough faculty and staff resources in our program for all students to have research experience or internships or experential learning. Also, we have piloted embedded tutoring and it had no impact on student success in our entry level course.

Objective 1 on improving student learning seems to rely entirely on CELT, which not only puts all of our metaphorical eggs in one basket when it comes to teaching, but also leads to a dependence on CELT that is unsustainable, especially given that CELT isn't always particularly helpful. Objective 2- increasing retention--what kinds of consequences might there be for faculty and staff if we can't meet these measures? Objective 3-I don't think students should be required to complete an internship/externship/co-curricular activity, and the value of a "leadership certificate" is highly debatable.

2.2.1 Develop Finaid - I really like this strategic activity. I'm wondering if we can offer incentives for priority registration and improving GPA over time. Students often ask me if they bring up their GPA are they eligible for certain new scholarships.   2.2.3 Retention committee - Why is there no one from Academic Affairs on this committee? There should be representation from Professional Academic

Advisors and Faculty. There should be representation from a variety of colleges.   2.2.7- online classes - We need to also increase support of HOW to do well online. So many of our students do not do well with online. I see a lot of DWF from online courses.   For all of the strategic activities in objective 2- this appears to be focused on First year students. Shouldn't we have initiatives for second year students? For returning students? 3.3.2 Plan - I think this is a great idea but I'm wondering where? How? When? is this a part of myblueprint? Will this be updated every year? Will students be able to see progress like Co-Curricular transcript or Business Passport Points? I would love to see a university-wide Passport Points program.   4.2.2 - Deeper connection - This is the opposite of what we've been told to do. We've been told to focus on admitted students and step back from recruitment, pre-applicants. Which will be focus? How? When? Will we get support from admissions for our own initiatives? We've been told they are understaffed and can only do tours certain days. I have often had to organize my own recruitment events and this is very time consuming. I would love to see a position in each college that coordinates with admissions similar to marketing & business offices function. I think this is the spoke&wheel model we discussed with career services. Let's have one person per college that can help with these type of recruitment & retention initiatives similar to Susan Byers' new position. Is this a goal for other academic colleges?

Objective #1: we state increase # by 20%, but do not say what current measure is. If we currently have 0% then an increase of 20% is not enough, if we currently have 80% then we do not have a realistic measure. The measure needs to be more clearly defined. Objective #3: you have measures there but you need to state the measure. Objective #4: I do not see a measure there

Seems like a number of your initiatives leave the student out of the equation - what are you doing to help them accomplish THEIR goals.

They deal with the student as a whole person.

Like points about training & creating more robust experiences, but am curious who will be doing trainings/responsible for areas. Slight concern that Housing isn't included within retention efforts as currently listed.

2.1 is HUGE 4.3 is ever needed in today's society 4.5 is such an awesome opportunity that many students don't take advantage of due to funds 4.6 Career Services HAS to be present, challenging, and worthwhile for students

While I understand this is "aspirational", I feel like this particular area has some very lofty goals. The strategic activities are wonderful and I hope we can actually do all of them. However, I have some concerns with the percentages listed in Objective 2; as someone who primarily advises, these percentages are going to be hard to meet. One of my favorite parts of this, though, is the installation of an early alert system; how great would it be for technology to do one of the hardest things to do by hand! I also have issues with all of the things that say "Starting in Fall 2019"; as someone who primarily advises, I haven't heard much of anything about any of these activities, and I would assume I would need to be part of this. Overall, though, I love all of the aspirations in this part of the plan.

Objective 1 seems heavy on CELT development. Is it necessary to limit yourself by saying CELT (and only CELT) so many times? Objective 2 is missing any mention of the development or an investment in current or expanded TRIO programs. It would seem to me to be a good idea in an objective talking about persistence, completion, and good academic standing to grow an existing, successful program that is already addressing those core components. TRIO programs are meant to be seeds that are planted at universities that are then supplemented with institutional investments to grow and expand beyond their initial groups. Having TRIO excluded seems to be a huge gap.

The percentages in this section seem arbitrary, unrealistic and, in some cases, undesirable, for example, the goal to have 20% of faculty redesign their courses is just silly. This objective seems

predicated on the idea that change is good for the sake of change, which we all know, is not necessarily the case.   Moreover, I feel that there is far too much emphasis in this section on the role of CELT and the benefits of online/hybrid courses, the effectiveness of which can vary wildly.   Under Measure 3, the only strategic activity offered to increase the number of 1st-year students is to offer classes at convenient times and locations, including more online courses. Doesn't most research show that retention of 1st-year students is strengthened when students are able to build strong connections with faculty and fellow students? I am alarmed that the solution to everything in this section seems to involve online teaching.   4.4 Like most faculty members, I've had to deal with a number of students with mental health issues. I am NOT comfortable being trained to assist with mental health issues. Students often need help that far exceeds that which can be taught in a training session. Let's face it, "training" on this campus tends to involve watching a video and taking a multiple choice quiz. This seems reckless to me.   As others have pointed out, this section seems very focused overall on "pet projects."

Eliminate Objective 3, Strategic Activities 3.3 and 3.4 (waste of time and resources)

Objectives 1-2 had no issues, supportive of everything, happy to see hiring a full-time employee for 21st century scholars. Objective 3.4 doesn't make sense. Where did the 18-30 credit hours come from? Most degree programs barely have room for a 15-18 credit hour minor. Would prefer to see that number closer to 15-18 credit hours. Would like to see 3.5 more defined. What courses? DFW courses? Gen ed courses? Really liked this aspiration as a whole, their strategic activities make sense and were mostly well defined. It felt like the one aspiration where we would be able to accomplish many of the strategic activities.

-- For 2.3, individual departments/programs need to be represented in the committee. This likely means faculty but could also mean staff. Otherwise, the result will very likely be siloed outside of instruction or programmatic activities, creating overlap, gaps, and conflict. -- For Objective 2, Measure 2, 4% annual increase in grad rate seems ambitious. Maybe that's achievable, especially if we tackle low-hanging fruit initially, but it seems hard to sustain. -- Overall, there is a lot of talk about hybrid/online. There are many benefits to this mode, and students are requesting it, but do we know that it actually promotes retention/graduation? It seems in direct conflict with other known indicators of retention, such as sense of belonging/community. I'm not suggesting we avoid hybrid/online, but we need to be aware of potential unintended consequences. -- Curious about this leadership certificate.

Why is Celt the only department mentioned to champion student success? I have noticed a significantly smaller number of students who are successful in online classes and have found a higher fail rate in online classes 1.4 love this! Include the office of service-learning to reach out to the community. We used to have a service-learning coordinator; do we still and would that be a position to bring on campus? 2.1 I'm confused on the statement that full time is 15 credit hours when we have been told 12 hours is full time. Perhaps they meant to promote 15 credit hours as full time instead of 12 to students in order to get them to graduation in 4 years? 2.2 Blackboard is a very helpful tool to determine students at risk. I really wish more professors would post grades to Blackboard and promote the Blackboard app.   I have found it empowers students and motivates them to take ownership of their success. 2.3- TRIO is the expert in at-risk populations and should be included in this list. The TRIO program is successful in increasing retention and success with students. They have the expertise that would greatly help in this plus they have close relationships with students that other offices do not have that will give valuable insight. 2.5 Please add TRIO SSS- the focus is on first-gen students. With support from the University TRIO could broaden their assistance to more students. Consider adding funds to TRIO in partnership to bring more first-gen success. 2.7 I suggest researching the success rate of first-year students in online classes before investing in

additional online offerings. Students think of online as easier, they have more access to cheating apps and even Google answers. This definitely needs more research. 3.1 Training for academic advisors (especially faculty advisors) but I would also look at the workload of advisors to make sure they have a manageable number. 3.5 Love this!

I agree because they help organize our events, they help plan a successful future for our Mastodons.

For a very long time, our campus has been pondering on ways to support student success. That is is the essence for everything else we want to do. For instance, many departments such as CS suffer from low retention rates. If we can improve that, our financial situation will be better and we can actually do the many other things we want to do with for the bigger audience. The aspiration to champion student success objectives and strategic activities show that it is a shared vision that involves everyone on campus. I think we need to emphasize more on faculty's role and involvement in designing good courses.

Of course, I agree with preparing students for academic, personal, and professional success. I do wish there was more on preparing students for a more globally connected world here though. I think it is important to emphasis the international component.

It needs to be our focus to attract and retain students, without them we would not have a job, without them in the future there is no Purdue Fort Wayne.

Student Success Objective 2: Measure 1 Another option that might be worth considering is offering courses such as foundational general education courses in which students can take multiple semesters to "pass." Basically, courses that have large enrollments and high DFW rates could have an option that allows students to learn in a more individualized manner in which there are set course times (traditional) but also extensive tutoring, online resources, etc. to help learn. Assignments and exams could be graded with a mastery concept in which if a student doesn't "pass" that section of the course they simply repeat it without needing to first fail or withdraw, just keeping going to tutoring, etc. for that content. I find that students often don't realize how significant a DFW grade is until they receive one (or many) and by then it can already impact their financial aid eligibility. This approach would automatically be giving them a "second chance" to learn the course content. It would take some thinking to get it to work with financial aid guidelines but there are other universities who use this approach so it must be possible One more option could be registering for an entire year (fall + spring semesters) at one time. This could help students who have difficulty paying their tuition bill on a semester by semester basis but eventually do pay it. For example, I work with a handful of students who I know will never register during priority registration because they have an outstanding bill, but a week or so before the semester starts they pay it off and register. Also, if this process occurred along with more intentional course scheduling in which students could have similar class schedules for 2 semesters in a row it could allow them to feel more security in taking a job/s and knowing they have a set work schedule that will work with their class schedule for an entire year rather than risk losing a job or not being able to take all the classes needed when schedules change from one semester to the next. I think a school in Ohio uses this approach (maybe not Ohio, but it's not my idea, just a good one I heard!) Student Success Objective 2: Measure 3 To me this is a little vague. It's unclear what is meant by "successfully complete coursework." For example does that mean students who pass/complete all courses taken, pass at least on course, do not withdraw, etc. Student Success Objective 3: 3.1 I would not state that the advisor creates the four-year plan. The student needs to create their own plan and take responsibility for their college planning. The advisor provides guidance and will then approve the plan. In terms of all financial aid objectives, based on my experiences many students have no idea how much aid they will receive or what tuition is before they decide to enroll (this was completely shocking to me). When I meet with them over the summer to register it's often the first time they've thought about it and even looked at their aid award. Yet they also come in with

an idea that "I need to work as much as possible" without having a budget for how much money they need to earn to meet their living expenses and tuition. So in tandem with increased need-based aid, I think the education regarding college costs, financial aid, and budgeting should be targeted starting before enrolling.

Students should be required to meet with advisors each semester before course registration is permitted.

Stressing to faculty, who are content with the status quo, to seriously look at course redesign should encourage them to understand that keeping abreast of new technologies and teaching methods is the trend for higher learning and what students want in their learning experience. I believe Student Success and Transitions was created for the second objective; they have great plans and ideas and as long as they are staffed appropriately can assist greatly in this effort. I also believe Advisors (and faculty) can help tremendously with retention and graduation rates by following up with their students on a regular basis (this may also be a staffing issue for Advisors, but is necessary for success in this area).

I appreciate the initiatives to increase course redesign programs/grants (for all faculty, including Visiting and LTL positions) and also the strategy to have assigned academic and career advisers who work with students to develop personalized plans.

I agree with 2.7 to offer classes that is convenience to students and go more with online/hybrid classes. 3.1 definitely a training for all academic advisors. I highly recommend 2.3 Increase the international attractiveness of the campus.5.1 increase campus cultural programing is what this campus need.

1.4 is a good way to connect students with the community

I particularly agree with the added emphasis placed on retention from an administrative level as well as the ideas about cultivating more opportunities for newer students to become part of the culture of the school through increased activities.

I particularly agree with improving student learning and providing students with career development opportunities that would allow them to potentially get a taste of what could lie ahead for them. As students see an increase in their success, I believe retention will increase as a result.

Why on earth is CELT front and center in this? And where is the committee coming up with these numbers, which seem very random? (Increase retention rate by 2%, graduation rate by 4%, 50%, first year students' success from 7% to 75%, etc, etc). This whole section is driven by staff. I see that faculty are mentioned a couple of times under objective 4 (increase students' engagement.."). The committee is forgetting that the primary function of the university is to educate. The faculty are the educators. We are the ones in the classrooms. Not staff. We are in charge of the curriculum. Not staff.

I agree we should be looking at these activities to achieve student success. However, I'm not clear on where the student voice is reflected in these objectives. I don't see anything about looking at course schedules and availability, which is something my students frequently mention as problematic.

I most agree with the Advising and Career activities.

They are aligned with the state wide goals as expressed by ICHE

Please indicate your level of agreement with the following statement: The proposed objectives and strategic activities for the aspiration to Enhance Quality of Place are directionally correct (i.e., they are appropriate for the

institution and represent the kinds of activities we should be engaging in to achieve success in this area).
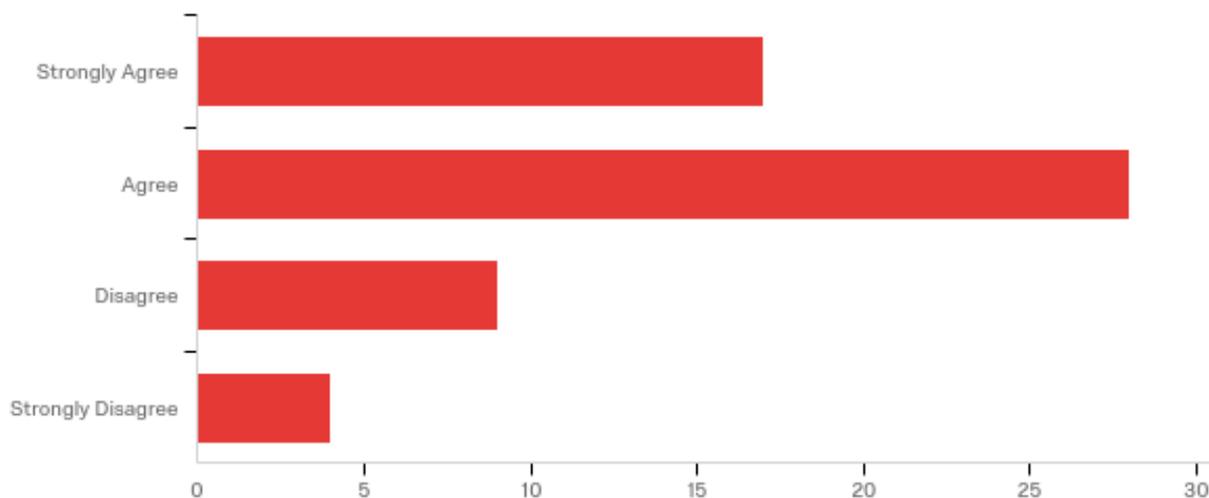
#	Answer	%	Count
1	Strongly Agree	29.31%	17
2	Agree	48.28%	28
3	Disagree	15.52%	9
4	Strongly Disagree	6.90%	4
	Total	100%	58

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

"Add dedicated health, recreation, and wellness facilities with programs for staff, students, and the community."--what is the evidence that existing facilities aren't enough? Again, the verb here should be "assess" to see if improvements are even needed/ "Match the caliber of our athletics facilities to our Division I status." This is silly nonsense. We already overspend on athletics. Without an expectation that we align athletic spending with the reality of our university budget, this is a dangerous strategic activity that could lead to even higher fees being imposed on students who already pay too much toward athletics with diminishing returns.

While keeping student costs low, the equity of pay for support staff is not in line with other universities and industries.

This does not seem to include renovations and equipment that make us seem like a 'quality place' to those in the community who know better (e.g., high schoolers, parents, community leaders, etc)

They take into account the opinions of most stakeholders and are measurable and actionable.

Agree with all. Would suggest to include in objective 1 something about diverse candidates and employees. I realize there is a diversity section, but intertwining the sections shows inclusivity.

1.6 is hugely needed. There are no convenient and affordable quality childcare options with space near the campus. 2.1 COLA is so important for morale and retention. It is simply the right way to treat your employees. All areas addressed under section 2, 3, and 4 are absolutely vital.

I do not know the research or evidence upon which the objectives and strategic activities were based or how they will be fully and comprehensively assessed in order to make a sound judgment.

I particularly like the goal to improve the grounds with accessible landscaping.

Retention of students, faculty and staff is critical. I look forward to the campus returning to its former status (5-7 years ago) as an exemplar employer.

"Match the caliber of our athletics facilities to our Division I status" is a very problematic goal--we spend too much on athletics already and keep chasing this idea that Division I athletics is such an important thing to keep on this campus

1.1.1 & 1.1.2- reputation and engagement- I really agree with these.   1.6.1 On-campus childcare - How is this different from TLC at Ivy Tech? Will new positions be hired to coordinate this? Will this come from the School of Education? 2.1.1 I think employee compensation should be a very high priority. We keep losing good people and quickly because of compensation. I feel very undervalued and want a new job because of this. I love this university and want to work here but if another place offered me a job in town with pay that matches my masters degree and experience - I would take it. I am making 15K less than I would as a teacher. And I think the whole country knows teachers are underpaid. This is much worse. At the time, I asked my supervisor if I would get paid more once I completed my masters, and the response was a laugh. This is horrible. The only way positions get an increased pay on this campus is when someone leaves and they raise the pay to attract new people.

Again - we do not have very clear measures for these. I have significant concerns that we are identifying Waaay more activities than we can fiscally afford to take on. I understand that the SPSC needed to consider all of these things but some people will read this and think we said we were going to do all of them. Perhaps we limit strategic activities to ones that are within our grasp, or a little beyond.

This is difficult to do after the wrecking ball called Vicky (directed by Mitch). That experience simply highlights: (1) that this is not a shared governance campus, and (2) that administrators are going to do what they had planned to do in the first place (yes they will "seek" faculty "input" just so they can say faculty were included in the process as a way to justify their a priori plans).

Yet, I still feel we need a real art gallery instead of just a wide space in the hall of VA.

Many of these are difficult to measure and do not address where we are currently.

1.2 I think endeavors needs defined more 1.3 YES!!! 2.1 This is a large determining factor for employee retention 2.4 We all could use more professional development! 3.2 Dining is a make or break deal for students 3.4 much needed

My specific concern is that facilities investment here is listed as the 3rd objective. I think it needs to be the first. We cannot attract new faculty or be an exemplar employer without first investing in the facilities that we currently have. Walking through the halls of particularly Kettler and Neff, you can see stark differences from hall to hall in terms of care and maintenance. Some parts are gorgeous, others don't look like they've seen a paint brush in 10 years. Others still are not ADA compliant. I could see this turning off potential students, as well as faculty and staff that aren't familiar with the family we have here. I love all of the aspirations, but we need to start simply with this, and get new paint on walls before we can even consider the other objectives.

Thank you for including support for traditionally underserved populations including first-gen and military.

As a faculty member, I was dismayed not to find more of an emphasis in this section--and indeed, in the document as a whole--on the importance of faculty research. There is the brief mention in 1.2, but doesn't this warrant more development? Under objective 2, why is there no mention of LTL's and the role that they play on campus vs. the way they are compensated? 3.3 Match the caliber of our athletics facilities to our Division I status: I strongly disagree. This university already allocates far too many resources to athletics, with no disrespect to the athletes intended.

Good overall, although military veterans are not a "traditionally underserved group" (Objective 1, Strategic Activity 1.5)

As a staff member I look forward to COLA and professional development opportunities. As a parent of a possible future student at PFW I am pleased to hear of the commitment to quality faculty and affordable tuition. Better dining option would be appreciated by all faculty, staff, and students.

The strategic activities just feels like a bunch of words. There is nothing measurable. 1.6 should be removed. While I fully support exploring this idea, PFW is not in a financial place to support a childcare facility. Also, what about the Learning Community? Do we not have some sort of agreement with them? I think this goal should be explored in a future strategic plan. Objective 2 is just one big dollar sign. We can't do anything in this section without money. I would challenge the team to find ways to support this objective without high dollar strategic activities. I think 3.4 should be removed. We are not in a financial place to invest more money into our athletic facilities. I challenge this team to really look at their strategic activities and narrow them down and explore some options that don't cost significant amounts of money. Everything feels grandiose.

-- 1.1 sounds more like a goal than an activity. HOW will we strengthen the reputation? The other activities are more specific about the actions, or at least the approaches, that will take place. -- I'm a huge fan of Objective 2 and all of its Activities.

1.3 keep tuition for staff and faculty and their children to attend at a reduced rate to further professional development, to attract quality staff and faculty as well. 1.5 Partner with TRIO, build on what is working in that program, be careful not to reinvent something from scratch when we have a program that is working. 1.6- Agreed! Perhaps drop-in child care that a student can take a child to while they are in class for a reduced hourly rate.

What I like is that the objectives and strategic activities indicate the potential formal system to evaluate employee performance and develop a meric increase system based on the evaluations. I would like to see more specifics with a more tangible timeline.

I like making Purdue Fort Wayne the university of choice. I hope that we can increase our graduate school options though. I think that would potentially help us accomplish that. It would be nice to see that here.

We need to have Quality, in the students we serve, the employees we work with and in the University itself, without that we will fail.

1.6 Childcare, yes! Thank-you for including this as a goal. If there is an option for drop-in services this would be a huge help to students with children in public schools on days when there are school closures. Objective 4 Most campus events that I attend have low attendance. Even "big name" academic talks have a small audience. There are some notable exceptions like the Omnibus Lecture Series. Rather than try to add a significant amount of programming that leads to many events attended by few people, perhaps the level of campus and community engagement would be higher by creating one additional type of event like the Omnibus Lecture series each year that the campus would become known for.

all of it

I believe students coming to Purdue Fort Wayne are feeling a sense of pride in attending our university, thanks to Marketing and our Admission recruiters, but I feel that the staff and employees who have been working here for some time definitely feel underpaid and underappreciated. In order to bring an excitement to our employed personnel, the prioritization of compensation and other rewards and incentives must be implemented. We have gone way too long without yearly 'raises' and although I appreciate the 'merit' or 'bonuses' the last few years, it is not helping raise my level of pension or social security benefits because my pay level is not increasing - - please do something! I appreciate the efforts that have taken place lately to 'spruce up' the grounds, but unfortunately, there is still much to do and from my understanding it is another staffing issue. Why not let the facilities management area be allowed to hire more workers especially when the weather is nice to keep the campus looking its best. Tour groups are constantly making rounds of campus; it is a first impression and lets those (parents mostly) see what effort/pride we take at our institution - it should be top-notch and always looking its best! I agree with the Chancellor that we need to reach out to our community by offering opportunities for them to come to campus for events and non-credit type courses. We need designated nice-looking meeting places and classrooms in order to leave them with a desire to want to tell others about what a great campus we have here!

I think it is very important to improve dining options and wellness facilities. These are lacking in quality on campus. I would also like to see more cultural programs offered. Something that may need to be emphasized more is how to encourage faculty attendance in programs, presentations, etc. without adding undue burden on faculty schedules.

What about enhancing staff in what they do day to day. Give them the opportunity for promotion in their department and value degrees they have. You have a Masters degree person working entry level job and person with bachelor degree holding director or vice chancellor position. This University should value degrees more and they do not!!!

3.1 and 3.5 are important for creating an inviting campus. We should have sustainable, attractive grounds and buildings

I'm am in favor of the on campus child care services

Definitely agree with everything said. I use the athletic facility and the faculty shower room is just sad. Paint is peeling off the walls. Lockers are bashed in. Showers hardly work. How do you charge for the use of facilities that are not inviting and inadequate. Then employees haven't seen raises in so long, how do you expect to keep them around? The university definitely can use an overhaul in more ways than one to make the work place inviting and improve employee morale. Happy employees create a happy environment. I'm fairly new to the university and I hear so much negative talk from co-workers it just gets tiring. I try to disregard it as I love my job and see so much potential here. I'm just counting on things turning around and making a difference

Again, the assumption here is that faculty play a minor role in the university. Let's look at 2.2 as just one example - "a collaborative governance structure that includes representation and participation from all levels of staff and faculty?" Seriously? You're talking about disbanding the faculty senate as it stands and including staff? Staff are important. They're vital to the working of the university. But their concerns and issues are separate from that of the faculty. Let's look at 1.2 "Enhance engagement of faculty and students..." this is under "Quality of Place?" And mixed in with "keeping the cost of tuition affordable?" There is no rhyme or reason to this. Throughout this document, faculty are sprinkled in here and there as an afterthought. I suppose we're not considered important enough. Yet, who is responsible for creating new knowledge and disseminating that knowledge in a variety of appropriate venues? That same knowledge that we share in the classrooms with our students? The same

knowledge that we might gain by working collaboratively with our students in research labs or other research situations? The faculty. The proposition to pour more money into our athletic facilities is absurd - where that money come from is uncertain, and the benefit it would have for the majority of our student body is negligible.

While I agree this should be an area of focus, the objectives and activities are not written in a way that can be measured. How do we "strengthen" or "enhance". Need to be more specific.

Objective 1 is why we are here. I would like to see more specific activities related to the retention of faculty, staff and students, but this is a good start.

Place is an obsolete concept in a world where experience can be delivered in many other ways than in a particular physical space

I strongly agree with the objectives, esp. that of attracting and retaining students, faculty, and staff, and the ideas for retaining these populations.

Please indicate your level of agreement with the following statement: The proposed objectives and strategic activities for the aspiration to Embrace Diversity and Inclusion are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
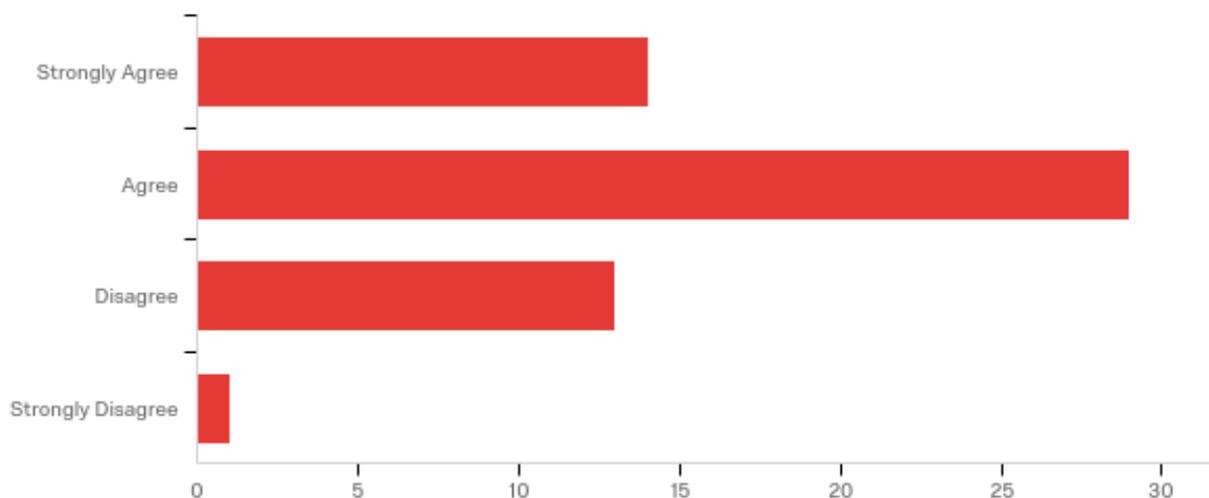
#	Answer	%	Count
1	Strongly Agree	24.56%	14
2	Agree	50.88%	29
3	Disagree	22.81%	13
4	Strongly Disagree	1.75%	1
	Total	100%	57

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

I feel that there needed to be someone from the Office of International Education on this team. While the domestic goals are on target, the "pursuit of internationalization" misses the mark. One of my biggest concerns is what is meant by "increase international student presence on campus in the summer prior to beginning at the university" Depending on what this means (for instance, I take it to mean bringing new international students to campus before they start). This would require incredible amounts of funds for programming to accomplish this, and not only that, but there are immigration implications as well. Please don't quote me on this, but I believe that students can only enter 30 days prior to their start day. The Office of International Education already does an orientation a week before classes start. This requirement could put an unneeded financial stress on students funding themselves being here on campus any earlier. I really appreciate Shubitha sending me the metrics of this section as well as it does not appear that study abroad is a part of this plan. Please feel free to browse this research on what study abroad does for students and a campus.
https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/

Can we accomplish these goals without another associate VC? Or if we have this associate VC position, can we rethink the admin structure in ODMA and OIE? We can't just keep proliferating higher level administrative positions on campus. It's not good stewardship of resources.

We especially need to meet our students basic needs (safety, easy handicap access to classrooms and associated areas, temporary homelessness) as well as the equity for staff. Not enough here

They take into account the opinions of most stakeholders and are measurable and actionable.

This is such a well thought out and cogent plan. I truly applaud the team who devised it.

I largely agree with everything here; however, I still do not know the research or evidence upon which the objectives and strategic activities were based or how they will be fully and comprehensively assessed in order to make a sound judgment. I would also like to see a comprehensive definition of diversity that aligns with our institutional diversity statement. Too often, diversity initiatives at our institution focus largely on matters of race/ethnicity without proper attention to sex/gender, religious affiliation, sexuality, gender identity/expression, class, ability, age, political affiliation, Veteran status, etc. as well as the INTERSECTION of a variety of those identities. Studying diversity in terms of singular identities rather than intersecting and compounding identities does not really get at the core of fully addressing matters of diversity and inclusion at this institution.   Additionally, I am interested in knowing why a very SPECIFIC position (Associate VC with direct reports and funding) was proposed in this section when the other sections of the draft give more broad goals and objectives. What research do we have to show that Associate VC is appropriate? Why not a VC? Why not an Assistant VC? Why not a Director? Why does this not propose a restructuring and re-imagining of ODMA into a fully functional and inclusive unit with a FULL and broadly diverse staff? Further, it would seem appropriate to exclude anyone who contributed to this piece of the draft from consideration for such a position lest we give the appearance that someone is trying to create a job for themselves. . .

I think it's good to have this but it should be recognized that diversity and inclusion goes beyond race and gender identity so a directed effort should be made to include those with disabilities, both seen and unseen.

How can objective 2 talk so much about internationalization without mentioning foreign language learning at all? "Diverse international offerings" is much too vague to apply to foreign languages, which are consistently undervalued by this university's administration. Internationalization and being a global university starts with valuing foreign languages.

Some activities I strongly agree with - 1.1.1 Campus survey, 1.5,1.6, 1.7 training and development sounds great. 1.4 - DEI leadership - how is this different from Director of ODMA? Why do we need this new position. Stop creating new Associate Vice Chancellor positions and fill the "in the weeds" positions for people who actually do the work. Objectives 2 &4 - Internationalization - I am concerned that the university thinks internationalization is only bringing students here. There is currently very little funding or support for Faculty-led study abroad courses or scholarships for study abroad. At one point we had 2,000 to give to ALL study abroad students and IPSGA was giving more than 100,000 to non-credit bearing travel programs. There was no funding to support faculty-led programs which our population could benefit from the most. Instead, faculty told their students to not do a credit program and instead ask IPSGA for money for a conference or something else. IU used to match this scholarship so we had 4,000 but that went away about 6 years ago and Purdue has no interest in sharing their Purdue Moves scholarships or resources with us. Students in WL (including online only students) can get up to $5,000 each. Our students can get $0. Internationalization needs to be supported at the curricular level as well. We don't require study abroad for any majors even International studies certificate because we fear our students can't afford study abroad. This is a tragedy. We see this again in Objective 4.4 - Increase J1 visas on campus. Why are we not trying to increase the number of outgoing students as well? J1 Exchange means we send one out and welcome one in their place. This is disheartening to see we want to bring students here but have no plan to send our students out. Experiences like study abroad and NSE have proven to increase retention. Let's invest in faculty -led programs and our Indiana students to increase internationalization on this campus and our community. 2.5 Increase in summer prior to beginning - Why? What will they do here? How does this help them? What will be open for them when they are here? Even the coffee shop is closed during summer, where will they eat? There is no programming from student life, what will they do? Objective 5.5 - Can we add diversity & INTERNALIZATION efforts? There is no recognition for the faculty who lead faculty-led programs

We need to recruit/hire minorities, our workplace has to reflect the student population we are attempting enroll. This will take specialized expertise from HR, we cannot expect that each hiring manager/Spvsr/Chair will be able to do the recruiting process justice. It will take HR Pathfinders to guide them through the hiring process.

What? Where is your data on any of this (either the issues or the "solutions"). Reading the plan you would think we don't do anything on campus related to these issue. And you want to "1.6. Establish standard operating support in the university's annual budgeting process for all units." So you want to throw money (with no evidence of what will work) at a time in which salaries seemed to have flat lined (or course excluding administration's).

I don't see anyone left out of consideration.

The scaled multi-year approach to training seems appropriate. Many of the more detailed information in this section seems difficult since there isn't context regarding where we are now as a university.

1.4 seems highly political and inappropriate 1.5 why 20% over 5 year? Why not offer it to as many as possible concurrently? 3.4 how does this work with or against the aid mentioned in student success? 3.5 define in greater detail 4.5 define more...

I particularly like the part where we are trying to get into the K-12 setting; I think it is great. I have little problem with the aspirations set here.

section 3.1 of the Embrace Diversity section needs to be a primer focus, a function needs to be put in place which allows members of no profits and outside organizations in, leading up the the Big Event community members said too often that they wish the students were out more. We know that students teach, volunteer and provide for the community during their studies here we just need to advertise and highlight what students are doing more. "Don of the Day", something that shows we are getting off campus.

I find the section on internationalization overly vague and unspecific. A few constructive suggestions: --Provide a much clearer opening statement, particularly after "Our institution will pursue internationalization through..." What follows is very generic. I would suggest you reflect further on what all is needed or should be prioritized in order to internationalize a campus. Is the word "pursue" here really the most appropriate or dynamic wording? In general, I think this whole section needs more specificity and depth. --I think it would be useful to provide subsections under this objective because "internationalization" can refer to any of the following: 1) internationalizing the curriculum on campus by bringing more courses with international content taught in English; 2) internationalizing the curriculum by expanding and increasing resources for foreign languages on campus; 3) increasing support for study/work/internships abroad for our students; 4) increasing the number of international students and, JUST AS IMPORTANTLY, providing support services for those students once they're here.   --In terms the curriculum on this campus, I think it would be useful to undertake discussions as a campus on the role of internationalization in our General Education requirements. Do we, or do we not, have an obligation to prepare students with the skills they will need to interact in an increasingly global world? Even students who will remain in Northeast Indiana need these skills, by the way. Research conducted by the Indiana Department of Workforce Development indicates that this region is in the process of become more diverse ethnically and internationally, so these skills will arguably only become more valuable with time. --I think it would be useful for the people in charge of this Objective to consider the AACU's Global Learning Objectives in their discussion/consideration of internationalization. They are: global Self-Awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, applying knowledge to contemporary global contexts. Are our students graduating with these skills? If not, how can we help to promote them? --I think PFW should consider separating study abroad services on this campus from the Office of International Education, whose principal responsibility seems to be to process international student visas and create memoranda of understanding. Many universities have separate offices, with separate budgets and staff, and I think this campus would benefit from this. --What does it mean to "increase the international attractiveness to this campus?" Attractive to whom? To students graduating from an Indiana high school with an International Baccalaureate? To international students wishing to study in the US? To faculty members with international research? To international faculty? Again, I think this section would benefit from distinguishing clearly between the various distinct components of internationalism.   --Add mention of the role of international research on this campus. Faculty that are engaged in international research are often the most engaged in international curriculum, etc.

Objective 1 Strategic Activities 1.3 - 1.5 seem to be a waste of time and resources, so they should be eliminated.

True equity based on the quality of the individual and not the color of their skin, sexual preference or gender would be preferred, but I am pretty sure that is not what this plan is proposing.

The campus climate survey is a MUST. I would like to see it clearly defined. It CANNOT just cater to the minority student experience. I would like to see this activity defined as "conduct a campus climate survey that covers race, ethnicity, sexual identity, gender expression, religion, socioeconomic status, disability". What does 1.2 mean? 1.4 is completely inappropriate. While the position is needed, I think attaching the associate vice chancellor position with funding and direct reports is clearly someone

trying to push their personal agenda. This position and its structure should be driven by the data from the campus climate survey. 1.7 seems very HR specific and I don't think it needs to be in the strategic plan. What does 3.6 mean? 3.7 is very vague. I really think that this aspiration should be mainly focused on the campus climate survey. The results will dictate many of our future activities in this section. We don't even have a good idea of what is happening related to diversity and inclusion to make multiple strategic activities.

-- The narrative itself could stand to be tweaked. I get what we are going for, but it also sounds like we will be open-enrollment in that we take all people, not just all academically (or otherwise) qualified, admitted students.

3.1 yes 5.2 yes 5.3 yes

I think the topic is important. But I have little knowledge of where we are. As a member of the minority, I feel that I am fairly treated. So overall, I do not know what else can be done differently. But it is nice to hear feedback from the campus. I also think growing our international student population will be smart.

I very much like this section. Improving on the internationalization of our campus will position us well for the future. Great section all around.

You need Diversity to keep open minds and share ideas and not become completely focused on same

I strongly agree with this statement, only if it also includes "diversity of programs/majors." A university of this size should be committed to offering a breadth of disciplines, not just STEM or whatever is popular at the moment.

I strongly believe in this being a goal, but there might be too many objectives which can turn this into checking boxes off a list rather than targeting a few objectives that could truly change the view of diversity on campus.

Objective 2: You can identify and develop partnerships with other world regions, but that has been happening on campus. The University has double digit partnerships, but all have fallen out of touch due to lack of follow up and persistence. Increase international attractiveness of the campus - What does this mean? How will that be done? Increase international student presence on campus in the summer - I believe this is a great idea, but must be done correctly. There are immigration matters that come into play depending on visa requirements and other factors. I believe a great way to do this would be to increase summer camp offerings that link our University with the campus community. This could serve to international the campus community and indirect support recruitment efforts. If referring to bringing in degree seeking students early, that is currently being done. Increased communication should be present to include all stakeholders when decisions and/or potential changes are being discussed. Too many times are important stakeholders left out of conversations to only hear about changes after implemented and forced to scramble to try and ensure the STUDENTS (the main reason we are here) are not negatively impacted, or if so, to reduce the impact. Objective 3: What is the definition of underrepresented students? Is this a static or dynamic definition? A diversity advocate shouldn't be needed in every area as the culture of the University should support diversity in every facet of the institution so that we are all advocates for diversity. Objective 4: Yes (agree) to all of this!

I agree that the first place to start is with a campus climate survey. I feel like we already do a good job of embracing diversity, but who knows, a survey may indicate otherwise. International Education has been successfully increasing our international student population and would be able to do even more with additional staffing. Our Dual Credit program is already in place which reaches out to our regional high schools, but we need to spark interest from teachers and PFW department representatives to stress to our area high school students the value of continuing their education at Purdue Fort Wayne.

Increased outreach to international students and increasing cultural programming and speakers brought to campus.

1.4 I like the idea of creating the DEI leadership position

I'm unclear about what the specific goals of these strategies would be.

There are some good ideas here (although I wonder how much more money this university will spend on hiring consultants to conduct surveys). I am also very wary about creating yet another administrative position - an Associate VC. The numbers of administrative and staff people continue to increase, while the number of faculty decline. I am glad to see something on internationalization - yet there is no mention of bolstering ILCS (again, the faculty are missing). Global citizenship, cultural competency, all very nice, but no faculty are mentioned. "Encourage teaching that includes innovation and inclusion." So, the assumption is that we're not doing that. Same with "increase campus cultural programming by 15%." This campus offers plenty of wonderful cultural programming. The problems are 1) that marketing/media/communications are not coordinating efforts with the people who put on the events, and 2) many students just don't bother to show up.

Well written and easy to understand what actually will be done with these activities.

I agree with many of the objectives, but some of the activities need to happen before others so that they INFORM the next steps. A cmapus climate survey MUST be done so that we can see the need for many of the other activities. Also, 1.4 (creation of a very specific AVC position) seems oddly specific and feels very off-putting and possibly unethical. Is someone trying to create a position for their own benefit? Why such a specific level?

Only if inclusion includes people with physical and mental disability. They should be treated like any other minority group suffering exclusion and given access pathways to higher education (see ThinkCollege national program)

Overall, I agree with the spirit and most of the objectives in this area. I think that a campus climate survey is a great place to start with this initiative, but I am less certain about a few of the others, such as creating a DEI position, as being effective.

Please indicate your level of agreement with the following statement: The proposed objectives and strategic activities for the aspiration to Promote Community Engagement are directionally correct (i.e., they are appropriate for the institution and represent the kinds of activities we should be engaging in to achieve success in this area).
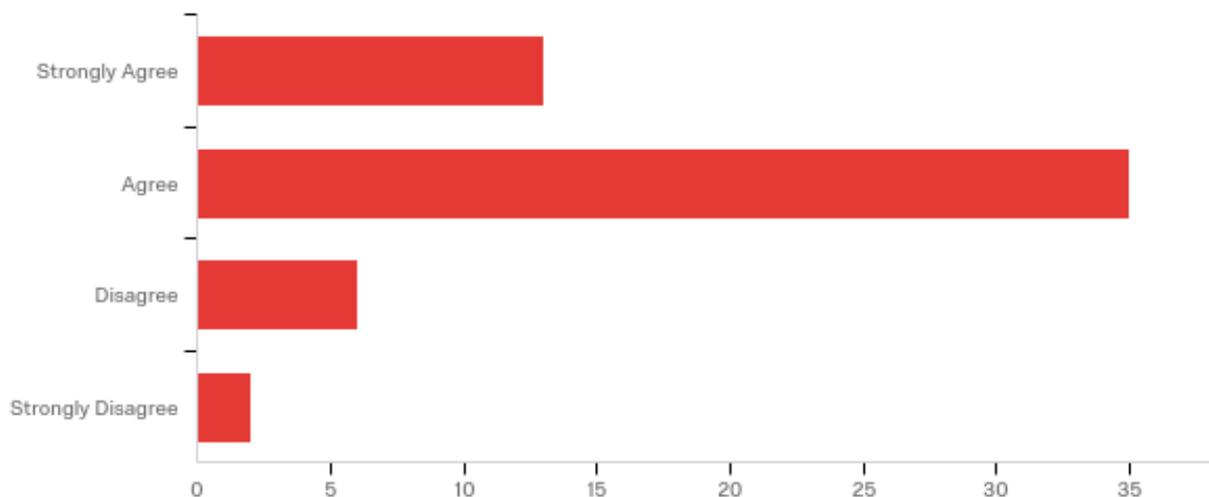
#	Answer	%	Count
1	Strongly Agree	23.21%	13
2	Agree	62.50%	35
3	Disagree	10.71%	6
4	Strongly Disagree	3.57%	2
	Total	100%	56

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

Ok. But should we have a downtown presence? Our plans seem so insular

They take into account the opinions of most stakeholders and are measurable and actionable.

Social Cultural Development is vital to not only our university community but attracting and retaining employees for the whole Northeast Indiana Area as well. We have well established programs that the community seems to be unaware of. I am happy to see section 4. While our marketing departments do a great job, they could benefit even more with more support from the university. The community really needs to know how great our campus is and the wealth of athletic and arts programing we offer.

Objective 1.2. " Incorporate community engagement criteria for (a) faculty promotion and tenure and (b) professional advancement and development evaluations for all employees." is patently ridiculous.Why should any faculty member's promotion, tenure, or advancement be based in any way on community engagement? The Fort Wayne community should have absolutely no say in any PFW faculty member's career advancement.

3.3 - can we add funding for transportation or other needs to increase service-learning?

I believe there are a lot of low-cost/high-impact opportunities out there to promote community engagement, we do not need to spend a lot of $ on this one to see significant improvement. I also see this as having significant tie-in to celebrating diversity and inclusion.

Seems like this makes us more like a training center than a university.

This can happen in a wide variety of ways. Be careful that the push isn't just for one sort of engagement.

Appreciate the domains identified within the draft. Would like to see how these items could be more measurable.

2.3 is crucial for student and career success 3.1 yes yes yes! 3.3 love this! 4.1 this is amazing! 4.4 agreed!

I like all of the parts of this, but I feel like something major was left out - alumni. The only time the word alumni appears in the entire strategic plan is under Champion Student Success. I feel that alumni are some of our best champions for community engagement, as well as our best chances for future donation opportunities. We have not had an alumni staff for a year now. We haven't had a consistent alumni director or assistant director for at least the last 5 years, probably more. If we ever hope to tap into our alumni base, this has to change, and it has to be considered in the strategic plan. The fact that it does not appear at all in the discussion of engagement is a scary oversight. It needs to be addressed.

Section 1.3 of community engagement: Carnegie Community Engagement ranked institution... can we be more specific on the goal? Will we want a Master's M3 designation

Objective 1, Strategic Activity 1.2 sets a dangerous precedent that anything other than work-related issues should factor into whether or not employees keep their jobs. Objective 2 is poorly considered because we should be preparing our students to compete in an international economy, not just one bounded by Northeast Indiana.

4.1, I really think we can do a much better job of this. Our calendar is lack luster and doesn't showcase all the events on campus. Was happy to see this! I saw no issues with this section. Would like to see more measurable strategic activities, similar to aspiration student success.

1.2 yes 2.1 yes 2.2- fireworks 3.2- yes! 4.1 yes

This is definitely very important. One is the concern I have is that faculty generally do not have a clear understanding of how to pursue promotion and tenure through scholarship that involves community engagement, which is often related to SoTL research. So I think more need to be done to make the procedure and expectations clearly communicated.

I definitely like the parts on connecting the region to the world with international experiences.

Living in Fort Wayne, you can see PFW as you drive on Coliseum yet, I am amazed we do not have a bigger footprint in the Community around us. We need to get involved.

Seems redundant and perhaps too much. Focus on the few things that are most important (e.g., internships, service-learning, marketing).

I'm all for Purdue Fort Wayne and our community to work together in as many endeavors as possible. I can see more opportunities for us being able to be involved with the growth of our downtown. I'd like to see something representing Purdue Fort Wayne in the Electric Works project as well, even possibly offering non-credit classes in a multi-use space. We don't want USF to be the only 'off campus experience' in downtown Fort Wayne. I believe becoming more service-learning-intentional and stressing volunteerism is an important part of the education-to-real-life-process. There are many (and more will come) through our downtown revitalization projects.

Particularly important -- incorporate community engagement criteria for faculty promotion and tenure and professional advancement. But the university also really needs to give faculty some form of compensation for the additional time and energy spent on community engagement activities. It would also be good to include a focus on partnerships with arts organizations in the community. Fort Wayne has a vibrant and growing arts community where outside organizations are doing far more to advance arts initiatives and add to the attraction of Fort Wayne than PFW is. Also, for engagement successes being communicated, don't forget to include promotion of faculty research and creative endeavor successes. The community knows very little about the awards, publications, and other academic successes that our faculty have achieved.

Objective 2 - events such as Omnibus lectures are great for getting the community on to campus

I'm interested to understand what exactly would be included in the "community engagement" section of promotion and tenure. However, I feel these ideas are all valuable in addressing the relationship with the community. I would be excited to learn more about the "community engagement projects".

I think community engagement is a big plus for the growth of the university. The more Purdue University Fort Wayne is out there, the more people will be talking.

Community engagement is important and we need to continue our efforts in that arena. But AGAIN, staff are privileged and faculty are sidelined. Are you really seriously considering requiring 1.2, "incorporate community engagement criteria for faculty promotion and tenure?" Faculty and departments are in charge of their promotion and tenure requirements. And "Human capital development?" What? This section (and many of the sections) seem to be thrown together without consistency or coherence.

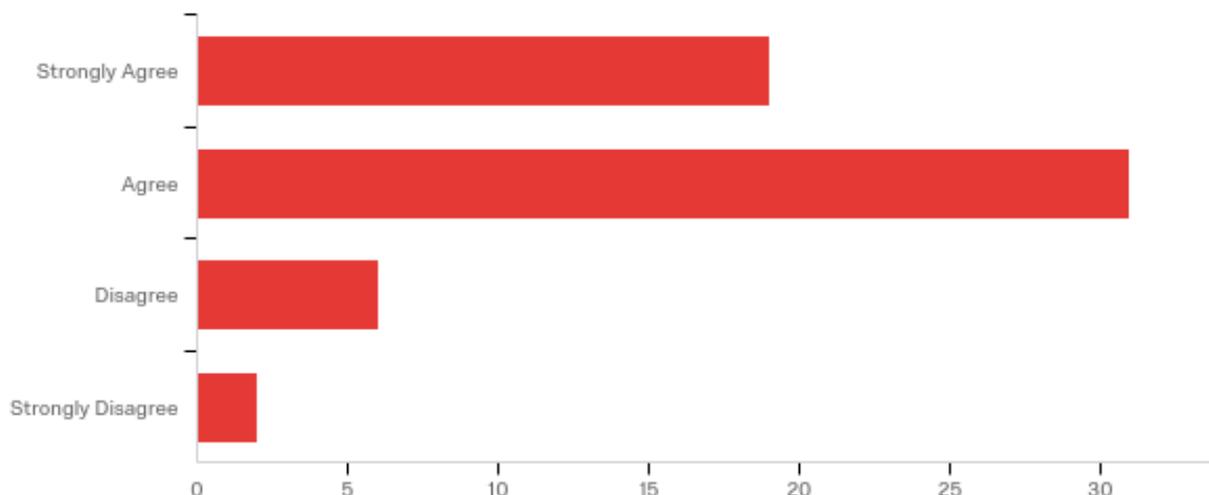Overall, these activities are something we can measure and see results from.

Good, but vague. I would like to see more about Career Services involvement with the community, creating a symbiotic relationship... it would benefit us/our students as well as the specific community partners.

This poses the question of which community are we aiming to help. The most important community in my view are the taxpayers of Indiana whom we are to help reach their aspirations.

The strategic planning Leadership Team has proposed the following narrative to accompany the vision to "empower every person, every day, to improve our world":   We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be--as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.   Please indicate your level of agreement with the following statement: The narrative clarifies the meaning of our vision and describes a university at which I would be proud to work/earn a degree.

#	Answer	%	Count
1	Strongly Agree	32.76%	19
2	Agree	53.45%	31
3	Disagree	10.34%	6
4	Strongly Disagree	3.45%	2
	Total	100%	58

Please explain your answer. If you indicated that you Strongly Agree or Agree, what do you most agree with? If you indicated that you Disagree or Strongly Disagree, what is your specific concern, and what would need to change to address it?

I really like the vision; however, if we truly are dedicated to improving the world, our students need to see the world. So many of our students haven't ever been on a plane or left the country. They have to know how the world works (and not just in the classroom) to be able to affect positive change.

I am glad to see pursuit of new knowledge here. However, there's next to nothing in the actual SP and objectives and strategic activities to suggest we value faculty and student research. There should be more emphasis throughout on this.

It is good - although it is not High Impact Practices! (see Kuh)

This is a great re-working of both the vision and narrative. I can see myself in this one, unlike previous versions.

I feel like the leadership team did listen input with this accompanying narrative.

We are an institution of higher education and our Vision Narrative could easily be that of Apple or some other Tech company. I think Higher Education needs to come through more clearly in our narrative

WTF? I'm sure that we looked and evaluated the previous strategic plans. Assessed what we accomplished and what we did not. I'm sure it was very useful in constructing the current narrative.

I am glad to see education brought back into this statement. It was lacking in earlier versions

The word 'abiding' feels like an obligation to appreciate culture. While I certainly agree we should be appreciating culture rather than appropriating it, the word abiding can be taken out of context outside of its intent to mean enduring. Perhaps a synonym (enduring, steadfast, etc.) would be a better choice?

Like it alot!

The statement is unobjectionable, but it wouldn't change the way I feel about this place one way or another.

It recognizes our impact within the community and the impact we have no only on the individual but for generations of people!

I especially like the beginning part of this, "Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world." We need to show through teaching and research to our students (especially our students) and the community the transformational power or education. I do have a concern that many faculty are still resistent to redesigning their course to make their course more relevant to the students' future career and the nees of the community.

I like the language connecting culture, campus, community, and the world.

I wonder how we would achieve an "appreciation for culture in all its forms" and how we could make a positive impact on our world. One would think that a campus-wide foreign language requirement (like at PWL) would be a must. Indeed, if this vision is meant to be serious, we need to have a campus-wide FL requirement despite potential pushback. Otherwise, we are not preparing our students for the 21st century.

The phrase "be the best it can be" doesn't sit well with me, maybe implies we can't be good, but we'll try to do the best we can??? I'm not sure why but reading it multiple times it keeps sticking out to me in a negative way. I would prefer to see eduction be more prominent. If you asked me what the main vision is I wouldn't say improving the world I would say educating students and I hope through that improving the world. The focus isn't as strong on students as it could be.

I think the group did a wonderful job expressing this narrative - Makes me want to gather everyone for a team huddle chant!

I feel neutral about this statement. It sounds a little precious. The comma after "reach" should be deleted. I would also change "everyone" so that it reads "...positive impact on the life of every person we reach and empower each person to improve our campus..."

I agree

I like the emphasis on knowledge and culture

It gives the sense of an impactful institution that serves the area, but also reaches beyond it.

Love it!!!

I was only going to scan the strategic plan to decide if I wanted to attend a forum and I was blown away. I have never been more proud to be a part of this university!

It's a nice statement, but the document does not reflect it.

Students want jobs and a good income. Right now we can't even retain students and support them on the road to graduation. Rather than such an ambitious vision, I prefer the focus on learning, progressing, career development and impact to NE Indiana.

it sounds very nice, but again, is also very vague.

No comment, this is good

Think about our strategic plan after it has been revised to incorporate feedback from the campus community, please indicate your level of confidence in the following statement: Our strategic plan will make Purdue Fort Wayne a better place to learn, live, and work and will move us toward achieving our vision to "empower every person, every day, to improve our world."
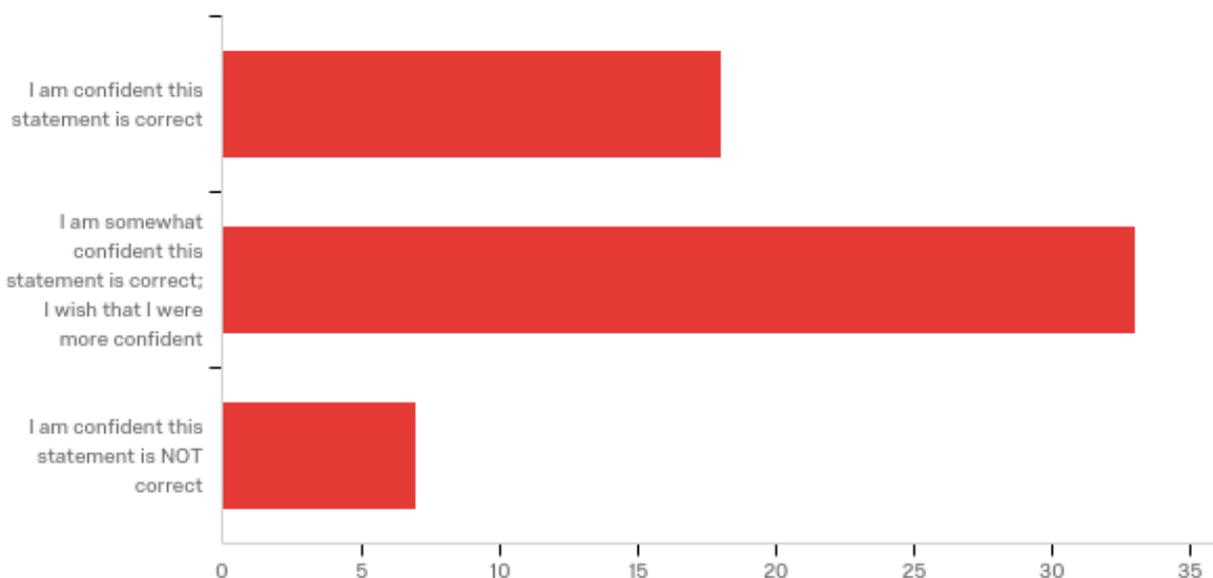
#	Answer	%	Count
120	I am confident this statement is correct	31.03%	18
121	I am somewhat confident this statement is correct; I wish that I were more confident	56.90%	33
122	I am confident this statement is NOT correct	12.07%	7
	Total	100%	58

Please explain your answer.

I only wish our students were more confident in knowing what the world is like. There is a scene in Good Will Hunting that perfectly summarizes why our students need to go abroad. Please find the scene below: "You've never been out of Boston. (Nope.) So if I asked you about art, you'd probably give me the skinny on every art book ever written. Michelangelo, you know a lot about him. Life's

work, political aspirations, him and the Pope, sexual orientation, the whole works, right? But I'll bet you can't tell me what it smells like in the Sistine Chapel. You've never actually stood there and looked up at that beautiful ceiling. Seen that." Our students can't just have the knowledge, they must have the experience to "improve our world".

Sometimes the strategic activities are very specific and appear like individual's or small groups' of individuals pet projects. This undermines the entire credibility of the SP for me.

Worried about low income students and opportunities for them. Pushing them to sign up for too many classes, etc. You can be "poor" and college ready (vs technical college). Not enough thought about "Place and space" in the plan. Doesn't seem to reflect enough of Fort Wayne specifically -even though it does talk about community engagement...

It will not be an overnight transformation but this plan will allow for incremental changes that will add up over time to make a huge difference.

I believe it sounds excellent, and needs to be IMPLEMENTED.

I really do have serious concerns about the focus on internet classes as well as all students being required to intern, extern etc. Both of these plans will have a chilling effect on the graduation rate in many departments. They need to be seriously reconsidered.

I have seen plans come and go. Plan 2020 appears to have been largely ignored.

I am just really worried that we are moving things in an unfortunate direction--faculty seem to be sidelined in this document--research is barely mentioned (and in 3 of the 8 incidents it's mentioned, it's "applied research"), our teaching is only really mentioned in the context of how CELT can supposedly help us improve it, and most disturbing, an idea is floated of faculty promotion, tenure, and advancement being tied in some way to community engagement and evaluation. The draft seems to be masking some major shifts in how the university functions in anodyne language that disguises the degree to which it undermines faculty autonomy.

Our current fiscal situation cannot support this plan. If stretched I would guess we might be able to support 25% of this plan.

What I am confident in is that administration will use this "process" in whatever manner they please to justify what they already know they are going to do. Our feedback on this is not taken seriously (although I love when administration vigorously deny this). It will not change anything. Leave me alone to do my job to the best of my ability. Also, stop asking me things like this survey that waste my time. And for those young faculty who are involved in this process – once you have been through a few administrations you start to see the pattern and realize that some of the curmudgeons on the campus are actually correct.

I have a tenuous position here, moving between adjunct and visiting professorship and probably back to adjunct. It is hard for me to be a big cheer leader of a place that seems to use me more than value me.

I am concerned that a number of the components are difficult (if possible) to measure and that the ability to generate buy-in upon implementation could be difficult.

I feel that there are some things missing from the plan as a whole, as well as some pretty lofty goals. Given the state of upheaval the campus is still in, I feel that some of the goals are too lofty, particularly due to staff morale being down. However, if we can find a way to reverse the morale issue, I know the staff and faculty on this campus will do everything they can to ensure the success of this strategic plan; I rarely run into someone who works here that does not love the family feeling that is on the campus. But many don't feel valued, overall. So we need to figure out how to right that part of the ship, so that people feel invested enough to participate in the strategic plan.

Will leadership support what comes out of the work groups?

I take value in the broader focus, as 'our world' can be the planet, our community, our family, or our neighborhoods. Very empowering statement.

Um, so you're asking us to say how confident we are in a draft that we haven't seen yet? LOL.

Actions speak louder than words.

I think I will feel more confident once the 90 strategic activities are cut down to a smaller amount. Right now it feels very overwhelming. Some of the strategic activities were so vague

I am very excited for the aspirations and activities described in this plan. I think they will challenge us and provide a path for continuing to grow as a university.

I appreciate how feedback and input was sought out from faculty and students during this whole process. From what I have observed, it seems like a consensus of faculty concerns and input were implemented into the strategic plan.

Because you are willing to hear feedback and put it into the plan, that makes me confident. If feedback is not taken into the plan, then I won't feel as confident.

I like the factor that more members are involved. It is unclear how many will be supported. But I expect to build more confidence along the process.

I think this is a good statement.

I'm not confident that we can pull this off, because I know how hard it is in COAS alone to convince colleagues of the value of learning a foreign language. How can you even think of improving the world, if the only language you speak is English?? Can you even grasp how other countries and cultures perceive the world? I'd doubt it. If the university were to put in a campus-wide FL language requirement, then I'd believe in this statement 100%.

When I read this question I don't like the vision even more. Reading it framed this way further highlights that students/education are not the focus. For example. PWL uses a tag line "What we make moves the world" When I read that I get the sense research, especially research focused on technological advances is of highest importance. They would probably say that students are heavily involved in that process through working with faculty on research, large doctoral programs, etc. But students aren't the main focus. When I read "empower every person, every day, to improve our world" I think something similar, Oh our main goal is to improve the world, hopefully we involve some students along the way but if we don't that's not the main goal. I think/hope our main vision is to educate students.

I believe if we can put into place some of the Strategic Activities toward the various Objectives, Purdue Fort Wayne will indeed hold true to this Strategic Plan.

I am actually mostly confident.

I agree

Sometimes it feels like there are things that drastically affect campus success that are beyond our control

I really want to believe the statement is correct, but just hope the actions follow.

I have already seen the effects of this mindset and I love it already!

The draft of the strategic plan reads like a draft of disparate groups' pet projects without much coherence. Faculty are not only missing, they're being sidelined from the university. This strategic

plan dictates what our promotion and tenure documents will look like, dictates the curriculum, suggests that our research (when mentioned at all) is only in service to students and community, and suggests scrapping our faculty governance structure. This is not only wrong, it will spell the end to our university as a center of learning. The draft makes an effort to put students front and center, but forgets that the people who educate the students (and students are here to receive a top-notch education, not to play in a revamped athletics center and attend D-1 games) are the faculty. The draft promotes increased staffing and administrative positions, which will be populated by people who don't understand the value of the only public institution in NE Indiana that offers excellence in professional and liberal arts education.

Planning is the easy part, but I fail to see how this process has impacted our culture in a positive way. Without the culture change, we will have a difficult time operationalizing any strategic plan, regardless of what's in it.

IF Faculty get on board and people who feel "burned" by USAP STOP COMPLAINING!!! I cannot sit through another meeting where we talk about USAP and how people were "hurt" by it. People need to embrace this new process and the hope that it has given many/most... TIME TO MOVE ON!! If everyone embraces this we will successful!

The proof of concept will be in how people instrumentalize the strategic plan. It will depend on how and who will translate the plan into operational terms and for what benefit.

Do you have any final comments or feedback on the draft of the strategic plan or on our strategic planning process?

Thank you for your hard work on this.

Thank you to the leadership and committee members who have worked on this process. You have really listened to all stakeholders.

I am hopeful that we will get the resources needed for this ambitious plan and that it is fully supported by the Purdue Board of Trustees. More specifically, I am quite concerned that research was given such little attention in these plans (only mentioned in Quality of Place, activity 1.2)

we have great people and facilities but they both need significant attention. If nothing else quit announcing to PFW staff that West Lafayette staff are getting a $500 bonus or % raise.

So much of what the administration now wants us to do (various initiatives for enrollment and retention) seems to ignore the student in the equation. Zero effort on the part of students = zero success. It seems odd to me that we are being held accountable for the decisions that students make. At some point we can only do so much, and at some point we will treat them like adults. At the rate we are going I think all departments will be subsumed by admissions given the recruiting and retention initiatives.

I am wary of aspects of this process for the following reasons: --The Chair of the SP committee was hand-picked by the Chancellor with no faculty input. This is not a criticism of Jeff, who has worked extremely hard to create an orderly and sound process and who cares about the university. --Moreover, the fact that a new administrative position has been created for Director of Implementation, which let's face it, will likely be filled by the current chair, is highly problematic. Again, this is not about the job that the chair has done, but rather about the integrity of the process overall. The fact that this position was only announced out at Senate because the DPO specifically requested it, only adds to these doubts about the lack of transparency and fairness in the process. --An "inclusive" process is one that would have thoroughly and formally involved faculty Senate from the very beginning of the process. The fact that the SP committee only did this in response to a Senate resolution is also problematic. --In general, faculty voices have been minimized in this process. Giving

everyone opportunities for input is great, but when this is done in a way that effectively grants faculty input the same weight (or nearly) as students, staff, etc., especially in the case of a strategic plan, I think the the final product suffers.

A "neutral" category was necessary for each Likert scale.

As the plan is finalized and metrics are put in place, I hope that there will be some flexibility and context considered at lower organizational levels. This plan is for the university as a whole, including individual units or employees/students. That said, some points are more relevant, or at least more obviously applicable, to some units than to others. We should all do what we can for each point, but I also hope that we will not have to force-fit or pigeon-hole every activity we pursue into the plan in some way, or have to achieve performance metrics for every element of the plan across all units and levels. That will lead to some angst and probably some gaming of what is otherwise an outstanding plan.

I just want to thank all the strategic plan leadership team and the aspiration committee members. I know each of you takes a huge amount of work onto your already-full plate. That is much much appreciated.

I appreciate all the time and preparation that went into this.

I think there are too many objectives. Right now resources are tight and THE number one goal needs to be increased student enrollment, through both new students and retention. I like that quality of place is included because if people aren't happy working here they will leave and that can have a huge negative impact on student success. So not everything has to be directly related to student success, but we might be more likely to be successful if we are more focused on and collaborating on a few targeted objectives that will have the biggest impact.

The document overall does not emphasize enough the importance of faculty research - generally, in "improving our world", or specifically, in terms of the research requirement for retaining and promoting faculty. A separate issue - one of our core values should be something like "integrity" - including academic honesty for students, professional standards for researchers, and appropriate interactions among students, teachers, staff, and administrators.   This could fit in the "Excellence" sub-list of values or somewhere in the "Quality of Place" paragraph of the plan.

No - thank you for inviting feedback and comments during this entire process. It becomes more personal if all are involved.

No comments

I'm looking forward to change.

Go Mastodons!

Overall, I found this draft to be depressing. But I sincerely hope that the strategic planning committee will take these suggestions (and others) to heart. We all want the best for our university, and apparently we have different ideas of what that means.

Student input is such a critical component of any plan we create but I don't believe such input was widely collected and incorporated into this plan. A small percentage of students participated at the January event, but their voices were quickly overpowered by faculty and staff. Where else is student need reflected in this plan and what was done to ensure all students provided input, other than campus announcements inviting their feedback or groups of students that were handpicked to participate?

Thank you, Jeff! You have done a wonderful job!!

Appendix D: "Share Your Voice" Submissions

Submission 1—April 1, 11:18 a.m.

   I strongly support providing training for academic advisors. In particular, they should make an effort to obtain complete and correct information about courses outside their specialty. As an undergraduate at Rutgers my advisor was the assistant dean of the College of Agriculture. The provost at that time was Mason Gross, who was a well known television personality as a result of serving as a judge on a popular game show. I thought it would be nice to say I had taken a course from Dr. Gross. My advisor allowed me to enroll in Dr. Gross' 300 level philosophy of art course with no previous background in philosophy. That was very inappropriate. At that level Dr. Gross assumed students were familiar with a variety of philosophers and had read works such as Plato's Republic. I was fortunate to receive a C in that class. Also, even though my advisor had approved my schedule every semester for four years, six weeks before graduation I was notified that I had failed to complete a required course sequence. Since they acknowledged that they should have identified the problem sooner, I was allowed to graduate on schedule without that course.

   One of our daughters transferred into the occupational therapy program at Western Michigan University. She was required to travel to Kalamazoo to meet in person with an advisor. When I asked how the session went, she replied that the advisor did not seem to know much about occupational therapy. She was handed a list of classes and told to pick some. Several weeks into the semester a professor asked the class how many students had not signed up for a particular class. Several people including my daughter raised their hands. The professor said, "You have really messed up your schedules." Although the students were initially informed that the error would require an additional year on campus, our daughter was able to graduate on schedule.

   Advisors need to be constantly aware that their decisions have a critical impact on their students, and they should get external confirmation on topics outside their area of expertise.

Submission 2—April 2, 5:23 p.m.

   I am very pleased with the draft strategic plan. It appears it will get PFW on the right track, correctly focusing on students and community engagement. Everything the university does, from budgeting to recruitment to promotion and tenure, must be strategically aligned with this plan for it to succeed.

   This said, I offer the following comments and proof reading:

   Champion Student Success

   Objective 1: How are "demonstrably effective...strategies" measured?

   Objective 1.3, 1.5: The online course development training needs to be offered online. It is ironic that instructors must attend a physical class to teach an online course; and, these courses are not offered at times when most LTL's are available to attend.

   General comment: There is only one mention of alumni anywhere in the document. There should be a greater focus on engage alumni, advisory boards, etc.

   Objective 3.1: It may be beneficial to require academic advisors to have practical experience in the disciplines their students are studying; and, engaged with employers in those fields.

   Enhance Quality of Place:

   General Comment: There should be a greater emphasis on health, wellness, and nutrition across the campus - including the availability of healthy meals. I suggest the Trine cafeteria as a benchmark. NE Indiana does not rank high for healthy habits and the campus can play a role in improving this.

   Embrace Diversity and Inclusion:

General comment: We should take steps to ensure our students participate in a comparable amount of outgoing international experiences as we host. In addition, we should create opportunities for students to participate in our host program, creating a more welcoming environment for the international students.

Promote Community Engagement:

Objective 1: Include alumni, advisory boards, and other stakeholders. Ensure programmatic and academic changes are proactively communicated to stakeholders.

*The strategic planning team did great work! This is the best plan I have seen for this campus. I sincerely hope the faculty and staff will embrace it and drive it toward completion.

Submission 3—April 8, 6:21 p.m.

I have recently seen data showing the average student loan debt for students broken down by departments. I would like to see further analyses of this information to include descriptive statistics of the students within each department/program.

I would specifically like to see what each student's GPA was at the time of admission. In addition to this I would like to know what the average loan debt was for students admitted with lower GPAs and see if their average loan debt is higher. Ideally, we should also track and analyze the retention and graduation rates of these same categories of students. Has student data been analyzed this way? If not, can it be?

Submission 4—April 18, 11:04 a.m.

Dear Committee,

Below is specific feedback I have to the strategic plan. Please let me know if I can expand on this any further.

Part I: Arts United and VPA, specifically our at-work campaign for AU

Page 6
Promote Community Engagement
Objective 2, bullet 3, items 2.1, 2.2, 2.3
The Arts United at-work campaign is all about community engagement. Our partnership with Arts United is a good example of this, as are our companies in residence. The work Dean John O'Connell does on the Public Art Commission (not to mention the plays he directs at other theatres and everything our faculty and staff do throughout the arts community) and the work I do at the Regional Arts Partnership, along with the grants I review for the IAC are a big contribution to the arts community. In turn, they promote our campus events and programs. In fact, the Arts United calendar regularly lists all of our VPA events and is the ONLY community calendar that provides a link to Community Arts Academy (CAA) programs. None of the other calendars will even give CAA a link and they have a policy of not promoting classes/workshops, only events.

Part II: Thoughts on where CAA fits into the strategic plan and where programming could be enlarged/enhanced by collaborating with others
Page 4
Enhance Quality of Place
Objective 4, items 4.1, 4.2, 4.3, 4.4
The Community Arts Academy (CAA) already does these things on a regular basis for pre-college students; DCS does it for adults and also offers some children's programming, but their kids' programming doesn't have a central theme that ties it together. Athletics has a series of camps for

pre-college students. I would like to see all pre-college programming under a single area as a one-stop shop. I've taken so many phone calls from parents who find CAA by Googling music instruction, or going to the pfw.edu web site because they assume that a university (especially one with a school of music) should be offering community music lessons. CAA has added six camps to its summer lineup since I've started. Based on my conversation with Melissa Gruys, I believe there is great interest in the DSB to offer summer camps as well. Other departments offer them, but if they are all grouped together, the marketing efforts would go further and they'd all be administrated uniformly. They can be break-even or income generating. They would function as recruitment efforts as well as community engagement and education. I can envision year-round Saturday classes in all areas as well as a weeks-long "summer institute" with students staying on campus. Elementary-age summer programming could include before- and after-childcare from our elementary ed students, thus employing the students, offering experiential learning and generating income.

Pages 5-7
Embrace Diversion and Inclusion
Objective 3, items 3.1, 3.2
Object 5, items 5.1
CAA is already addressing 3.1; my ideas above could expand that greatly. Currently we have families involved in CAA who are under-represented in our university. Continuing to offer more Saturday and summer programming will increase their comfort level with Purdue Fort Wayne. One reason we don't have more students take part in summer programming is because we don't offer child care or transportation. If we could address these issues, our numbers would go up. These are the families who are under-represented now at CAA and as university students.

Promote Community Engagement
Objective 1, items 1.1, 1.2
Objective 3, items 3.1, 3.2, 3.3
Objective 4, items 4.1, 4.2, 4.3, 4.4
I wonder if CAA and other pre-college programming should be grouped together, so that it could be more encompassing of all colleges. Based on my conversation with Melissa Gruys, her thoughts are that she would encourage her faculty to take part in leading summer camps and pre-college programs; this would be another avenue for faculty to expand their community engagement and recruitment activities. It also would be a way to hire students and provide service-learning opportunities for them. I am interested in talking about expanding CAA to include all colleges.

I have noticed an uptick in CAA registrations from faculty and staff. I do not know why exactly, but strongly suspect it is because of the improved calendar and campus communications that have enabled us to be more uniform and regular about reaching our own folks, so objective 4 has already been working for CAA and I'd like to see how it can be further improved. I do not believe I am exaggerating when I say that I believe the CAA mailing list is better than the lists of all the other pre-college programs and I believe it would benefit all of them to be marketed together. We made a small inroad with the summer camps web page, but there is so much more that can be done.

It will take years for this to bear fruit, but it will get better and better each year, especially if we have a mechanism for tracking it. My first year here Hamilton Tescarollo wanted to try the piano camp and competition. That was 2012. This fall we saw several Gene Marcus students enroll as students here. There were probably a few last year and maybe the prior year, but my point is that it was at least a five-year transition time. This summer I have seven summer arts camps for middle and high schoolers; I expect all of them will result in students attending Purdue Fort Wayne in the next three to six years.

Submission 5—April 19, 10:18 a.m.

Going to the last open forum helped clarify that this document is more about dreams than a definite action plan. Maybe the title should reflect that? Strategic Dream or Vision or Ambition or Aspiration or Goal? (Also wasn't USAP a strategic plan? Different process, I know. But if USAP was a strategic plan, how do these two play together?)

Perhaps it would be good to say in the document that the objectives are not prioritized but the strategic activities are. And that not all will be able to implemented, but we will decide together our priorities, and the document will evolve.

In Champion Student Success:

Objective 2, Measure 3, Activity 2.7: have DWF rates for online/hybrid courses vs f2f courses been examined? Are we sure that offering more of those will help students "successfully complete" coursework? Are there published studies we can look at? Does it depend on the disciplines—such as math and natural science vs humanities and social science?

It seems like the activities for Measure 2 would also help Measure 3, so maybe combine the measures? Also Strategic Activity 3.5, about in-class tutors seems to fit better with Objective 2, Measures 2 & 3 than with career development.

4.4 & 4.6—yes, please. Also, educate faculty on the resources on campus.

Activity 4.7: Is there evidence of a need for more meeting spaces, etc?

In Quality of Place:

1.2 "create" should be "creative"?

1.4 I hope "top candidates" are aligned with our mission. For example, we are not an R1, and I don't know that we want to move in that direction if it sacrifices our focus on student success.

3.3 Don't we have such facilities already?

In Embrace Diversity & Inclusion:

First sentence—Aren't we selective admission now, not open enrollment as before? If so, "**all** people" feels too strong. Is the first sentence needed? Or might it be reworded?

Add educating faculty on student resources for diversity & inclusion.

In Promote Community Engagement:

Objective 2, second bullet: "build skill sets in target groups…" What target groups? Maybe simplify to "build skills and lifelong learning opportunities."

4.3 I'm afraid we get too much email already. How about posters around campus, or the electronic tv's instead?

Submission 6: April 19, 11:53 a.m.
I want to preface my comments by saying that I recognize that it is easier to criticize a draft than to write a draft. But at the same time, I was somewhat troubled by the fact that the narrative around the draft put SO MUCH emphasis on how much work and time went into it. With all due respect to the time spent, the amount of time spent on something is not actually a measure of how good something is.

Furthermore, the issue is not insufficient transparency, which is another aspect of the process that is emphasized. (I understand that it's to draw a contrast to the previous practices.) There was plenty of transparency. Instead, when I look at all the people on the list, I can not help but marvel how it's

possible that this many people are able to add this massive endeavor to their job description for the year, without any damage to their ability to do their actual jobs. (Faculty don't count since they have a "research time" cushion.) From talking to some faculty, it appears that their primary work did suffer, since faculty I have talked to recognized names of people who have not been responding to their emails or doing the things they are supposed to be doing.

The first reading of the document that I did before senate disturbed and confused me, but once you explained in senate how the process went and how the teams worked, I re-read it again, with the names of the people in the respective subgroups in mind, and it all made sense.

The document is simultaneously unrealistic in the kinds of things it lists (which apparently was part of the design—let people imagine what could be done without any thought to whether it's feasible and how much it would cost) and very narrow, since it reflected the priorities and institutional and personal interests of the people on the committees. For example, there does not appear to be room in the document for paths for initiative for departments, because all resources are meant to be channelled through particular central institutions.

Another disturbing aspect of the document is its use of data, or I should be more precise and say use of numbers. As you explained it in senate, the reason that some areas have target goals with numerical values is because people in those groups "felt" that they understood the area well enough to be able to come up wit a number. So they are numbers based on feelings, not actually data-driven. But a person reading this document would assume that if someone is providing numerical values, surely it must be tied to something concrete, especially since other sections are more vague about it.

Comments below are about the specific sections.

Champion Student Success

It offers a very narrow understanding of how to improve student learning, since it all appears to be based on the premise that the key to this area is CELT having more money and power. Much more money. I don't need to rehash the points made in the 4/17 open forum about the treatment of LTLs and the fact that course development money for them may not be the most important way in which their positions could be improved.

Furthermore, there are items in this section that contradict each other. More high impact practices AND more online classes? (And then there is the desire for 110 student sections—already a reality btw for Fall 2019. Two 110 student sections (one f2f and one online) of SOC 16100—not clear how this will fit into our overall retention strategy.)

There is no mention in this section that maybe some of the problems is that classes primarily full of freshmen are often taught by grad students and LTLs, while studies show that having more full time faculty members teaching intro classes are the way to retain students.

And there is nothing here about encouraging or rewarding department-specific innovation, unless it is going through CELT (or SST).

I can't argue about the feasibility fo 2% or 70% by 2023. But in my experience, more than 30% of the students are affected by factors that we can't control (illness (physical and mental), family problems, major financial challenges).

Allocating a ton more resources to SST is not going to magically make this problem go away. And the point about our student services being underfunded may well be true, but EVERYTHING ON OUR CAMPUS (except I assume upper administration) is underfunded. Is there really evidence that investing more resources in student services over investing more resources into other underfunded areas will make a positive difference?

I do agree that someone needs to be monitoring 21st century scholars better because that's just a mess. But as far as offering expanded services, at this point, it is really hard for students to get accurate and timely information about financial aid. Only advisor intervention sometimes actually gets results. We have seen multiple examples of not just bad service but also misinformation given to students (admissions is the worst about this, but other units have problems, too). There is no accountability for these bad practices, and now they will be rewarded with additional resources that they can continue to mismanage?

The section on advising also has a very clear voice, and indicates a particular path for advising that marginalized faculty advisors and the ability to take department-specific approach to problem-solving.

An internship for every student? Has anyone done the math on how many counselors will be needed for that? And who is going to be finding these opportunities? Right now, we can be selective about who is able to do an internship. It's a privilege you earn. I shudder to imagine if everyone one of our students was required to do one. And whether by next year, we would still have all the partners in the community intact.

Co-curricular activities are great. But a co-curricular plan in one's first semester is an idiotic waste of time. It will have to be redone constantly. I don't know how many "professional" advisors will need to be hired for this.

What is this leadership certificate? Whose pet project is it?

Re: "in class tutors." This is a great example of seeming disregard for any existing practices. We had this. It was called SI tutors. I even had them in my class. It was great for the SI tutor because it was something to put on their resume. But the students did not come. I do not believe the the problem in that students don't have enough people wanting to help them on this campus. The problem is that they can't or won't use those services.

"Train faculty to be better equipped to identify and assist students with mental issues." Identify is one thing. But assist? I don't want to be trained to assist students with mental issues. If I did, I would have picked a different professional path for myself. In my experience, when I have tried to help students in such situations, I ended up needing help myself on how to extricate myself from very problematic relationships. I literally had a student stalking me, who mercifully graduated. We need to hire more professionals to deal with mental health (and that's not 22 year old SST "advisors").

What does "connect incoming students to campus job opportunities" mean? Are there campus jobs not being filled? Doesn't this contradict wanting them to be connected to their community?

Is there evidence of demand for more intramural sports?

<u>Enhance Quality of Place</u>

I already talked about the fact that lumping students, faculty, and staff together is problematic. You said that there were sections dedicated to each group. I see one for students, but I do not see one for faculty. I do see the desire to "institute a collaborative governance structure" though. I wonder what you would have thought of this suggestion, if it was made while you were PO. I have never liked the emphasis on hierarchy, but there needs to be realistic recognition that different groups within a university got to their positions through different paths, and thus have different roles and responsibilities.

If we care so much about veterans, I hope it means that Jo Vaughn's position will actually be filled, since it has been vacant for most of this year.

"Re-vitilize" is an interesting word choice on the subject of childcare on campus, since it did exist, and then it was systematically destroyed, despite valiant efforts by some dedicated faculty and students.

Does the line about affordable dining mean we are going to be able to get rid of Aramark?

"Match the caliber of our athletics facilities to our Division I status." I am not going to argue about our "status." But I take issue with your point at the 4/17 forum that you are confident that those who want this would not prioritize it over other things. I don't know why athletics always gets a pass when they demand more resources. Somehow when departments do it, it's about "protecting your silo." But athletics are perceived as having the greater good of the institution at heart. That is just not true. Every single presentation that I have ever attended when athletics discussed their resources (and reasons for their resources), they are constant;y talking about how valuable they are (contrasting their value to value of academic departments, explicitly) and about how underfunded they are by Division I standards. I am sure they are not getting as much as other DI schools, but again other units are not getting adequate funding either. But I do not believe for a moment that they will somehow see this as not a really important goal.

As far as cultural programming is concerned, the lumping together of arts, athletics, and educational programming is interesting. I have done a lot on this campus over the years to organize educational programming. The problem is not that we don't have enough. The problem is lack of attendance. But if we can somehow get marketing to be useful instead of an obstacle to what we do, that would just be magical. The amount of time that has been wasted in the last year because of the "branding" standards is truly astonishing. And the result—everything looks identical on campus. I think many events may actually go unnoticed because students don't recognize the flyers as promoting something different.

I do hope that part of being an exemplar employer will be thinking about better and more competitive compensation for people at the bottom of the pay scale.

<u>Embrace Diversity and Inclusion</u>

Great goal. Worthwhile goal. Interesting that the solution appears to lie in creating more high level administrative positions. Who will get to define "diversity"? Who will get to develop the various training workshops? Since it was the only section that did not have details for resource allocation, I wonder if the assumption is that whoever is in charge or was in charge of ODMA will just ascend to this position.

The discussion of "pursuing" internationalization is depressing, since it seems to not acknowledge the damage done to our efforts by what happened to our foreign language programs on this campus. "Assess current curriculum" means that we are even going to discuss the loss of international content from previous years Furthermore, it equates hiring more international faculty (J1 visas) and more international students (they pay higher tuition so of course they are wanted) with internationalization. There are other views of how internationalization can be pursued or how they could be defined.

I don't know what Student Advisory Teams are, but I assume it's more money diverted to SST?

The phrase "diversity advocate for each academic program or area" is interesting. I am deeply curious how this would be implemented.

Monthly "faculty/staff cafes"?

<u>Community Engagement</u>

Community engagement is great. Channeling resources to promote that into one office that will then have all the power is slightly less great. (What does Gail do again?)

What happened to our Carnegie Community Engagement ranking? What is the benefit of having it?

I hope that part of the emphasis on environmental sustainability will be less plastic crap (properly or improperly branded).

While community engagement is great, I think it might be good to remember that it is not necessarily the best fit for all disciplines, so I hope "increasing courses with the service learning component" doesn't mean that there is some % of courses requirement that will be enforced.

Sure, why not a new certificate.

Yes, it would be great to have a better communication system, or at least an effective one that prioritized accuracy.

Strengthening relationship between Communication/Marketing and academic units to identify media opportunities would be awesome.

I look forward to participating in the fall "prioritization" event.

Submission 7: April 19, 12:08 p.m.
   Reference the Strategic Plan document. Believing that one of our largest issues is student retention, per page 2, item 2.3. How is it known which student will stay and which student will leave? Like the direction of 2.4 (advisors monitoring student progress toward a degree). Find myself wondering about mentoring freshman and perhaps all students to be sure they are having their needs met through their PFW academic career.
   Per Enhance Quality of Place feel that the cleanliness and condition of the physical spaces we already have need more attention. Other institutions halls, rooms, facilities are much better maintained. Does not reflect well on us.