

PURDUE
UNIVERSITY
FORT WAYNE

Purdue Fort Wayne Strategy Meeting
Summary Report

January 16, 2019

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Purdue Fort Wayne Strategy Meeting Summary Report

January 11, 2019 | International Ballroom

PURPOSE

The purpose of the strategy meeting was to engage students, staff, and faculty in a series of deliberations around values, mission, and vision elements that would ultimately lead to identification of high-level strategic aspirations for Purdue Fort Wayne.

MEETING OBJECTIVES

- To build participation with and ownership of our strategy
- Understand the current context for planning (internal and external data)
- Advice regarding our University core values
- Test the mission statement and the vision elements
- Outline the high-level aspirations
- Understand next steps

BACKGROUND

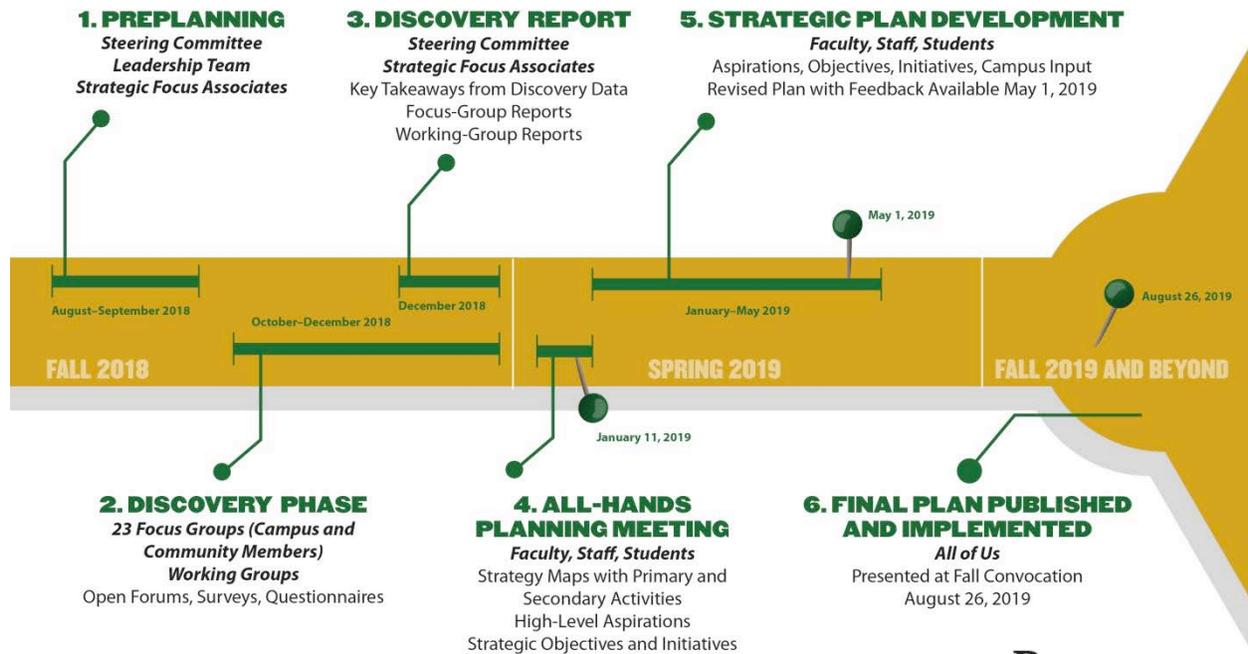
In October, the Strategic Plan Steering Committee was formed consisting of representation from students, staff, faculty, and university leadership. The Steering Committee was charged with governance, guidance, oversight, and active leadership of the strategy planning process. The committee was also given authority to charter working groups to assist with data collection as part of the Discovery process.

The Steering Committee chartered four such working groups – External Research, Campus Engagement, External Benchmarking (with other universities), and Internal Environmental Scan of Purdue Fort Wayne. Additionally, a comprehensive effort was undertaken to conduct focus groups with students, staff, faculty, and external stakeholders.

The results of each group's work and the summary of the 23 focus groups were assembled in a Discovery Report that was published on December 20, 2018. The report was posted on the [Strategic Planning web site](#) and was emailed to everyone on campus. The Discovery Report served as an important source document for this meeting.

On the following page is a Strategic Plan Timeline graphic that summarizes the steps leading up to the January 11 large group meeting.

STRATEGIC PLAN TIMELINE



pfw.edu/strategic-plan

Meeting Summary



The day started with check-in and breakfast in the International Ballroom. Following breakfast, the group settled in at assigned tables intended to provide a good mix of students, faculty, staff, and leadership perspectives.

OPENING REMARKS, SETTING THE CONTEXT FOR THE DAY



Kathy Church from Strategic Focus Associates opened the meeting by offering a brief welcome and introduced Krissy Creager and Jeff Malanson, co-chairs of the Steering Committee, to make opening remarks.

Krissy shared her excitement about holding a meeting unlike anything the students, faculty, and staff at Purdue Fort Wayne had ever participated in. She acknowledged the Steering Committee members, the members of the working groups, and shared a graphic of the key elements – data, values, mission, and vision – that are necessary to developing strategy.

Jeff reviewed the process and approach by which the Discovery data were developed. He emphasized the importance of the Discovery Report to helping shape our new vision, mission, and value statements in the meeting and highlighted work that will continue in the coming months. He shared a slide from the pulse survey conducted in December as part of the Benchmarking effort. The results showed that 46% of respondents had confidence in Purdue Fort Wayne's future.

Chancellor Ron Elsenbaumer described the Strategic Planning process starting in October, moving quickly, and leading us to today. He thanked everyone for their participation in data gathering and for their turnout and participation in this large group meeting. He encouraged everyone to have fun but also to focus on the incredibly important work of developing strategy that will be our roadmap for the future and help define what we will and won't do as a university. With limited resources and time, this process helps us know how to allocate our attention and effort, and guide the institution on how it can best invest.

The next step is to take what we've learned so far to create a plan that we have strategically developed together. At Convocation Ron described "creating havoc" and the room was encouraged to do that again during the meeting by shaking things up, and looking at things differently than we have in the past so we can move forward. There is a tremendous opportunity for us individually and for our institution, students, and community, and it will take all of us to make this meaningful.

AGENDA REVIEW

LV McAlister, Customer Service Centers Manager for ITS and a member of the Steering Committee, presented the high level agenda, introducing the activities and timeline for the day.

TIME	ACTIVITY
8:00 a.m.	Check in and refreshments
	Opening Remarks, Setting the Context for the Day
	Table Introductions
	Understanding the Current Context: <ul style="list-style-type: none"> Panel of external speakers, followed by Q&A
	Break
	Developing Purdue Fort Wayne Core Values
	Testing Our Mission Statement
12:15 p.m.	Lunch
	Testing Our Vision Elements
	Shaping Our Future – Identifying High Level Aspirations
	Next Steps
4:30 p.m.	Close

TABLE INTRODUCTIONS

Zenia Raudsepp of Strategic Focus Associates facilitated a table discussion where participants introduced themselves and gave responses for the following prompts:

- Name, where you work/major, and how long you have been at Purdue Fort Wayne?
- Name a song, TV show, book, or movie that describes what it is like working for or being a student at Purdue Fort Wayne and why
- Key takeaways from the Discovery Document that we should pay attention to today as we plan?

The key takeaways from the Discovery Report were entered into www.Menti.com and highlights are shown on the next page.

What are the key takeaways from the Discovery Document that we should pay attention to today as we plan?

Mentimeter

Organize the university around the priorities.

Advising, transferable skills, up to date/correct information being told to students

Develop faculty buy in to engagement

Reinvest, engage in the community

Keep student success a focus and priority

Positioning the university as a major player in the community

Transfer credit transparency in order to lead to higher student satisfaction.

Community Engagement, Student Success, and Research

Word community comes up a lot and we think that is important.

Increase the personal connection between student and university. The lack of belonging creates a rift between the two parties and results in a lack of growth on both parts.

Community Engagement and actually doing it

Participative and actionable

Retention increase and engaging with our community

Engaging and helping students succeed

Becoming more community involved. Get more departments on campus to work on outreach with outside community. Business leaders are very smart people and listening to them is crucial.

Work on higher retention rates of students

Transportation for students with disabilities requires addressing. IPFW Alumni are now "distanced" from PFW by the nature of the restructuring - can they be made a part of PFW? Who should we be - how do we get there. How do we retain students?

Taking care of our faculty and staff. They are the backbone of the university

- Improving relations with IPFW alumni; many I know feel alienated from the university they attended

The plan was made by the PFW community for the PFW community. The ideas were created by faculty, staff, and students.

We need to get out of our comfort zone to be creative and innovative.

Student success, and community engagement.

Student Success is reliant on Student Support. We need to evaluate and bolster student support entities on campus.

To be focused on the students and prospective students.

Right sizing of staff and faculty

Keep in mind - in mergers and buyouts, it will all work out. We need to keep projecting employee/student views of positive changes. Yet, we need to be conscious of some major concerns such as job-development rather than student development

Scholarship and financial support for students is directly related to retention, keeping in my students working and taking a full time course load. Support for professional conferences, etc.

UNDERSTANDING THE CURRENT CONTEXT

Three external speakers were invited to speak in order to broaden the University's perspective on what the state, region, and community want and need from Purdue Fort Wayne. Each described their relationship to the University and how it impacts the community now and in the future.

Panel Presentation

Ron introduced the three external speakers for the day:

- **Bill Konyha**, *President, Regional Chamber of Northeast Indiana*
- **John Stafford**, *retired Director of the Community Research Institute, IPFW*
- **Senator Tom Wyss**, *retired State Senator*

Facilitated Q&A

Kathy then asked tables to reflect on what they had heard, what opportunities were beginning to emerge, and what questions they had for the speakers. A facilitated Q&A provided a forum for remaining questions to be answered by the panel. Additional questions that were posed during the break are noted below and will be answered by the panel in writing and posted on the [Strategic Planning web site](#):



- *“A few years ago, we were rated #SC(ish) in size of institution, but #14 or #15 in terms of state funding. What actions do you recommend for our campus to increase state funding?”*
- *“Could you explain the importance of things Purdue Fort Wayne does that do not have a tangible economic impact such as the arts, cultural events, and non-applied research?”*
- *“Many internships are unpaid. Many of our students are low income. How do we partner with business to ensure our students get experience and pay their bills?”*
- For John Stafford, but interested in hearing from others – *“What value do you see for research and creative endeavors at the Metropolitan University, as opposed to applied research? We were interested in how to communicate the value of scholarly and learning opportunities that will have long-term economic and cultural benefits for the region, but that the community, legislators, and business leaders may not know or recognize how these opportunities will benefit the region?”*
- *“How do we get legislators on our campus to see what we are doing?”*
- *“How do we create more community partnerships...not just business?”*
- *“How do we push the arts more, not just music?”*
- *“What can be our strengths/signature areas? And how can we still serve and excite students with different interests?”*
- *“Internship/co-ops are not aligned with 4 year graduation. What do you advise?”*

- *“What does a ‘Metropolitan University’ designation mean? How does that help us? What structure does that give us (for funding, etc.)?”*
- *“Can the state funding pool be more equitable to favor our student population, which is more transient than most state institutions?”*
- *“What changes have occurred since our designation as a Metropolitan University? From a faculty and staff perspective this has been difficult to determine.”*
- *“‘What’s needed out there’ is central to all three talks. Referencing Bill’s comment about the cultural/religious dinner and how much he learned (although it was not clear if an academic program was the sponsor), could one or more of the speakers perhaps expand on the kinds of university programs (academic degree programs) you see as essential to enlightening Indiana on the need for human empathy in these ever-increasing dark times marked by intolerance. In light of this need, should educational degree programs continue to exist for the sake of fostering the public good—namely human goodness?”*
- *“Which specific programs Purdue University Fort Wayne needs to focus on to reach the community and how? Please provide us with specific ways.”*

DEVELOPING PURDUE FORT WAYNE CORE VALUES



Following a short break, Ken Christmon, Associate Vice Chancellor for Admissions, introduced the values activity. In Ken’s opening remarks, he reviewed the Power Point slide “Essential Inputs to Strategy” to highlight the fundamental importance of values to the development of strategy, e.g. our core values inform our articulation of purpose and vision. He also offered this definition of values and two examples.

Values are expressed ideals that derive from deeply held beliefs. For example, if we believe deeply that the

contributions of many will always improve the quality and ownership of an outcome, then we will express community and engagement as values. If we believe that every one of us has inherent value, then we will express equity a value.

Gary Frank from Strategy Focus Associates gave participants instructions about how the identification of values activity would be conducted. He introduced the three focal questions and the procedure for sorting 15 values that had been developed from the data overall and curated by the Steering Committee.

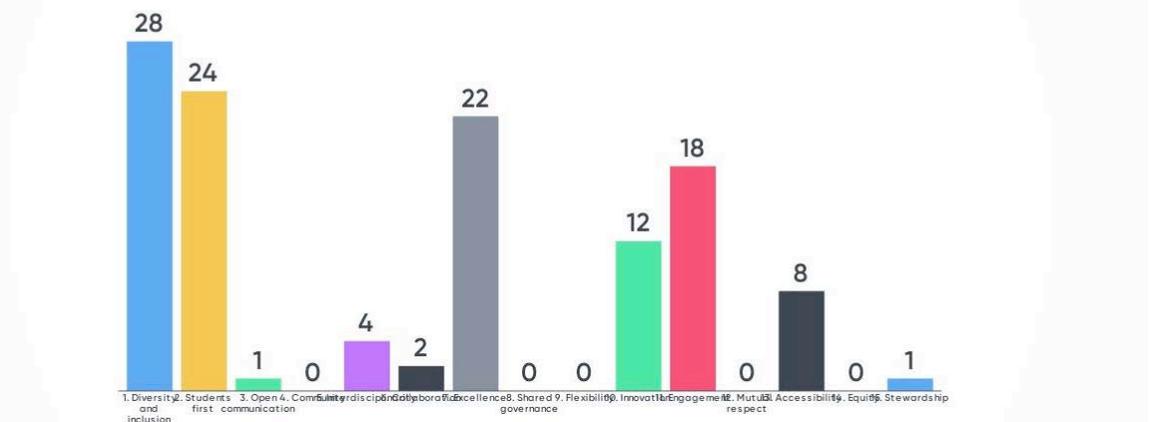
The three questions for three different sorts of the values were:

1. Which values would **most support** the University you want to be a part of in the future?
2. Which values are **most like** the student experience we want to create?
3. Which values are **most like** the way we want to be known in the community and the region?

Once the sorting was completed, participants were instructed to use the Mentimeter poll to enter the values that cut across all three of the sorts at their table.

The top results, as shown in the image below, were Diversity & Inclusion, Students First, and Excellence, followed by Engagement and Innovation.

What are the top 3 core values that surfaced across all three of your table group's lists?



Values, from left to right: Diversity and inclusion (28), Students first (24), Open communication (1), Community (0), Interdisciplinarity (4), Collaboration (2), Excellence (22), Shared governance (0), Flexibility (0), Innovation (12), Engagement (18), Mutual respect (0), Accessibility (8), Equity (0), and Stewardship (1).

TESTING OUR MISSION

The last activity before lunch was a critical review to test a proposed mission statement. Mike Slaubaugh, Associate Professor of Accounting and a member of the Steering Committee, introduced the activity. Mike reviewed the Power Point slide “Essential Inputs to Strategy” to highlight the contribution that mission makes to the development of strategy. He stated that an organization’s mission statement articulates why the organization exists and the purpose it serves. It also communicates the organization’s identity and the difference it makes.

Jeff then introduced the draft proposed mission statement and described how it had been developed. The current, proposed mission statement is:



“Purdue University Fort Wayne, Northeast Indiana’s comprehensive metropolitan university, serves our students and communities with purpose by inspiring discovery, learning, and engagement.”

Finally, Zenia instructed participants to review the mission statement against the following criteria.

1. Does the mission statement capture the reasons you believe the University exists?
2. Is the mission statement inclusive of all functions in the University (research, teaching, and community)?

Krissy then introduced the vision activity by distinguishing between mission and vision and offering a definition and purpose for a vision. A mission statement is a statement of purpose. It conveys who we are and what we do. By contrast, a vision is a picture of the future with reasons why people should want to co-create the future the vision represents. A vision serves three important purposes:



1. It sets the direction
2. It inspires people to act
3. It helps to cohere the actions of large numbers of different people in different organizational units.

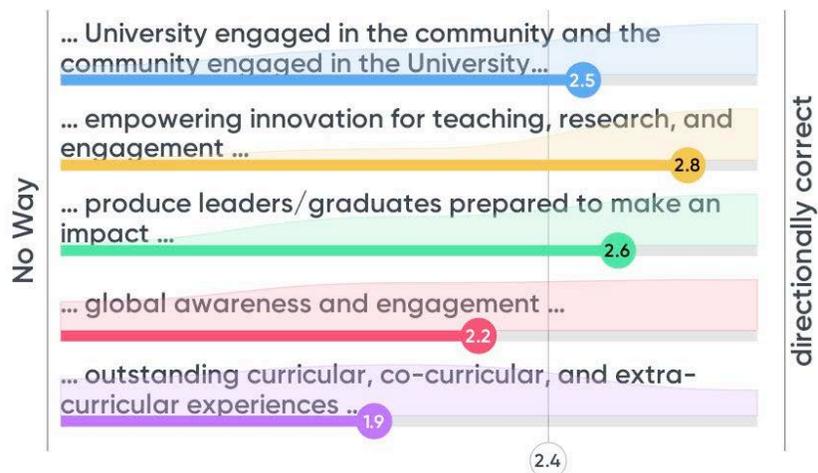
Next, Farah Combs, Director of the Honors Program, Continuing Lecturer of Arabic, and a member of the Steering Committee provided participants background on how the vision elements were created and introduced the five elements to be considered.

At its meeting on December 19, the University Leadership team developed a list of vision elements based on the Discovery data, their review of the mission statement and suggestions for strengthening it, and a critical review of the current vision. Five were eventually selected.

1. ...University engaged in its community and the community engaged in its University...
2. ...empowering innovation for teaching, research, and engagement...
3. ...produce leaders/graduates prepared to make an impact...
4. ...global awareness and engagement...
5. ...outstanding curricular, co-curricular, and extra-curricular experiences...

Finally, Kathy gave participants criteria and instructions for determining the extent to which each item was directionally correct. After deliberation, one person at each table entered the table group's rating of each vision element in a Mentimeter poll. The overall results are displayed on the next page.

Upon testing the vision statement against the criteria, we believe the elements of the vision are generally directionally correct.



Tables also turned in one sheet per group that listed more detailed reasons why they rated each element the way they did. This data is captured in detail in **Appendix B**.

SHAPING OUR FUTURE – IDENTIFYING OUR HIGH LEVEL ASPIRATIONS THROUGH STRATEGY MAPS



Gary and Kathy introduced the final activity of the day. Gary referred to the circle diagram that had been shown throughout the day and noted that each of the previous activities was preparatory to the present activity – the development of strategic aspirations for Purdue Fort Wayne. All table groups would be asked to create a strategy map depicting what they believe should be the primary strategy elements.

Gary presented an example of a strategy map for Southwest Airlines. Southwest was chosen because nearly everyone has experienced a Southwest flight and because in its marketplace Southwest has been well documented and extremely successful in executing its strategy. Its success in execution is due to the fact that its strategy adheres to some important criteria.

1. It is clear and easy to understand – the strategy does not need any interpretation. It is understandable at face value.
2. It is observable – everyone, Southwest customers included, can see evidence of the strategy in action

Following the meeting, Strategic Focus Associates analyzed the content of the 40 strategy maps at the level of *primary* aspirations. The following table presents the frequency of mention of primary aspirations in descending order.

How Often (number of tables)	Primary Aspirations
26	Engagement (Campus and Community)/Responsive Research <ul style="list-style-type: none"> • Strong Community Partnerships • Economic impact • Community impact • Cultural hub • Reciprocal community engagement
22	Student Success/Students First: <ul style="list-style-type: none"> • Graduates impact their communities • Excellent curricular and co-curricular • Outstanding student outcomes • Student support (including mental health) • Career pathways
18	Quality place/Desirable workplace/Enriching Environment/Employer of Choice: <ul style="list-style-type: none"> • Faculty, Student, Staff satisfaction • Competitive Salary and Benefits • Professional development • Quality, committed staff and faculty • Collaboration
15	University Culture of Innovation: <ul style="list-style-type: none"> • Aligning with the Changing World of Higher Education • Innovative research • Innovative teaching/curricular • Innovative engagement
14	Access/accessibility <ul style="list-style-type: none"> • Affordable degree • “Value”
12	Diverse and Inclusive Campus

	<ul style="list-style-type: none"> • “Multi-dimensional diversity”
8	Expanding Our Reach Global Awareness Create Global Citizens
6	Teaching and Learning Excellence: <ul style="list-style-type: none"> • Experiential learning • Scholarship • Student Centered
6	Stewardship/Financial Stability/Proactive Planning
4	Modern Infrastructure and Technology
4	University of Choice
4	Student Experience
1	Relevant Degrees: <ul style="list-style-type: none"> • Based on market needs
1	Lifelong learning
1	Comprehensive Metropolitan University
1	STEAM

NEXT STEPS

On January 17 the University Leadership Team (which includes the Steering Committee co-chairs and Senate Faculty leaders) will come together and consider all of the output from this meeting. They will create an “almost final” Vision, Mission, set of Values, and Aspirations (primary activities). The “almost final” high level strategy will be distributed to the University community with opportunities for input (via open forums, a survey, and through the web site) to react and give feedback. The Steering Committee will consider all feedback and provide a report back to the University Leadership Team, who will meet on February 6 to create a final high level strategy (considering the feedback offered). On February 7, there will be two focus groups (mixed faculty and staff) who will have one more chance to give input to the high level strategy.

Once the high level strategy is set, planning teams will be formed for each of the aspirations. It is anticipated that these planning teams will be made up of content experts (faculty, staff, and students) and Steering Committee members. These planning teams will develop objectives and initiatives to support each of the aspirations. They will also be responsible for proposing metrics and assessment measures. The planning teams will continue their work through February and March, and should have a good draft strategy ready to be socialized throughout the University in April. It is anticipated that a final strategy (complete to the objective and initiative level) will be sent to the University community by early May.

CLOSING

Chancellor Eisenbaumer formally closed the meeting. He asked everyone to stand for a moment and to appreciate the 300 people who had gathered to be part of great day for Purdue Fort Wayne. He noted that the success of the day had depended on everyone engaging as enthusiastically as they had and that he was grateful to everyone for that.

The Chancellor thanked the members of the Steering committee, the members of the logistics team, and Strategic Focus Associates for their help in preparing for and leading the meeting. He adjourned the meeting by thanking everyone one last time.

Meeting Evaluations

Before leaving, participants were asked to complete meeting evaluations in order to capture feedback on the process and results. A summary of the evaluation data can be found below.

Meeting Evaluation Summary – N=209

What were the most significant outcomes of this meeting for you?

Number of responses	Responses
151	<p>The Process - Working together as a community/in small table groups/meeting others:</p> <ul style="list-style-type: none"> • Unity – sense that every voice mattered • Diverse perspectives represented at the tables • We really needed to hear everyone’s voice and were able to • Opened my eyes to different points of view • “My table” • Randomized seating
37	<p>Shared Vision of where we are going:</p> <ul style="list-style-type: none"> • Was more shared than I realized • We want similar things • Buy in of 300 people
17	Clarification of values/values exercise
10	We got all the key components of the strategy
8	Identifying aspirations/strategy map
6	Focus on student success; discussion about retention, engagement and student support

2	Hearing from our University partners; understanding our value to Fort Wayne
2	Death of higher education/day focused on profit
2	Many did not agree with mission and values
1	Seeing two vice chancellors in the room and involved

Selected Quotes:

- *“Being heard, being represented, getting to know more of the values of Purdue Fort Wayne and how to reach students, faculty and community impact.”*
- *“For me, the most significant outcome is that this campus is full of faculty, staff, and students who believe in this campus. We are willing to work hard to bring this University to a GREAT place.”*
- *“Seeing the campus rally around the work and ideas put forward.”*
- *“Moving from ‘me’ to ‘we’ in my vision of the University.”*

How confident are you that we will achieve our vision by working together?



The average = 7.9

Why did you mark it where you did?

Number of responses	Responses
55	This meeting - Excellent session for us all to come together/because we are working together
45	Still much to do/we are just starting/implementation is hard
34	We still have challenges (funding)
20	We are starting to realize our potential; our future is bright
18	Leadership seems aligned and “on board”; confidence in leadership
13	Output of the day not specific enough yet; aspirations summary exercise was not good
10	We are divided; there are still “naysayers”
3	Believe our input will not be taken; believe final product has already been decided
1	Lack confidence in consultants
1	Discovery report minimized the importance of student MH issues

Selected Quotes:

- *“We have just started to tap our potential as a campus. We will have positive enrollment growth going forward.”*
- *“This is the most organized and productive meeting we have had on campus. I appreciate the committee and consultants direction and support.”*
- *“I am sure our input will not be taken seriously.”*
- *“I think the Chancellor wants our voices heard which facilitated this meeting/event, committees gathering this info to service students, university and community.”*

What is the one thing you believe you must do after this meeting that will help us move towards achieving our vision?

Number of responses	Responses
109	Engage and commit; support the process
35	Be positive
29	Get the word out to others
16	Do my job well
5	Build relationships on campus and in the community
2	Find donors
1	“Punch the clock”
1	Advocate for more Faculty Senate involvement

Selected Quotes:

- *“I (and others) must participate in working groups to put this all into action – make it come alive! Otherwise it is just a Strategic Plan on a shelf. I believe positive things are in store for all of us at Purdue Fort Wayne.”*
- *“The one thing I must do after this meeting is to continue, support, momentum and enthusiasm for the future at our University. Most important will be to ‘create havoc’ so we can create a powerful and sustainable University. ‘Ain’t no stopping us now!’”*
- *“We need to network 1 year from this meeting and at the same time every year – the participation was amazing.”*
- *“Never forget that I was part of the suggestions made/heard.”*

Appendix A

TESTING OUR MISSION – DETAILED FEEDBACK FROM FLIPCHARTS

What we like/want to keep...

- *Table 1* – Keep with purpose, learning and engagement, students and community
- *Table 2* – Metropolitan, purpose, comprehensive, service to students
- *Table 4* – Metropolitan, comprehensive, inspiring/discovery/learning
- *Table 6* – Purpose, engagement, students and communities, keep “inspiring discovery”
- *Table 8* – More concise, PFW specific, inclusive (students and community), inspiring
- *Table 9* – Brevity and clarity, “comprehensive”
- *Table 12* – Outcomes language (discovery, learning), communities, succinct
- *Table 13* – More concise and focused, mentions students and community, keeps comprehensive
- *Table 15* – PFW, location
- *Table 16* – Comprehensive, inspiring, discovery/learning/engagement
- *Table 17* – How it addresses stakeholders, like how it includes “with purpose”
- *Table 18* – NE Indiana claim, clarity and length, metropolitan university
- *Table 21* – Engagement, students, inspiring
- *Table 22* – Comprehensive, metropolitan university, “with purpose,” discovery, learning, and engagement
- *Table 23* – Serving our students and community with purpose, inspiring discovery
- *Table 24* – Comprehensive metropolitan university, engagement, diversity and inclusiveness
- *Table 25* – General message, aspirational, “with purpose”
- *Table 27* – “Inspiring discovery, learning, and engagement,” “serves”
- *Table 28* – Serves our students and communities, inspiring discovery, learning, and engagement, comprehensive
- *Table 29* – Comprehensive, metropolitan, inspiring/discovering
- *Table 30* – Comprehensive metropolitan university, serves our students and communities, inspire discovery...engagement
- *Table 31* – Keep learning and engagement, comprehensive, Purdue Fort Wayne
- *Table 32* – Inspiring discovery, metropolitan, engagement

- *Table 34* – The words used in the statement (comprehensive, metropolitan, discovery, engagement, learning, communities), short
- *Table 35* – Engagement, starts by full name and region, metropolitan, not lengthy/wordy
- *Table 36* – Students and community populations, discovery, learning, and engagement
- *Table 37* – “Discovery,” “engagement,” “students and communities”
- *Table 38* – Serves our students and communities, descriptive words (metropolitan, Northeast), “discovery, learning, and engagement”
- *Table 39* – “Serves our students and communities,” length
- *Table 40* – Discovery, brevity, with purpose
- “Inspiring,” emphasis on “communities”
- “Serves,” inspiring

What would clarify or strengthen...

- *Table 1* – NEI...University (confusing), add “dedicate” in place of “serve,” include innovation/excellence instead of “discovery”
- *Table 2* – Consider innovation, new knowledge, diversity, life-long learning
- *Table 4* – Take “Northeast” out, add “innovation” into statement, add free exchange of ideas
- *Table 6* – Add “educating students,” rewrite educates our students and serves our communities
- *Table 8* – Need to broaden (not only NE Indiana), student success after the learning, excellence
- *Table 9* – Drop “with purpose”
- *Table 12* – Excellence, “by cultivating inspiration,” comprehensive and metropolitan
- *Table 15* – Value piece, comprehensive, metro, add innovation in addition to other three (discovery, learning, engagement)
- *Table 16* – Add inclusive, remove Northeast Indiana, remove with purpose
- *Table 17* – Expand stakeholders, e.g. “beyond,” “with purpose” at the end, “inspiring” is too passive—make it more action oriented, e.g. “fostering,” “nurturing,” “promoting”
- *Table 18* – Mention opportunities provided
- *Table 21* – Innovation, diversity, education
- *Table 22* – “Empowers” rather than serves, cut Northeast Indiana (redundant)
- *Table 23* – Add leadership, add “life-long” to learning
- *Table 24* – Remove Northeast Indiana, inspiring (add “advancing”), replace discovery with research, with purpose
- *Table 25* – Add “inclusive,” add “creativity” (after discovery)

- *Table 26* – Strengthen the order/wording, student engagement, learning, discovery, include diversity/inclusion, “serves our diverse students and communities”
- *Table 27* – Communities > change to citizens of Indiana, retain comprehensive?, emphasis on location?
- *Table 28* – Remove “with purpose”
- *Table 29* – Life-long learning, think critically and creatively, prepare students for an evolving global society
- *Table 30* – Missing Baccalaureate/degree granting, adding something about diversity, nothing stating “excellence”
- *Table 31* – Replace “discovery” with “scholarship, innovation, and creation,” add opportunity, remove “metropolitan”
- *Table 32* – Bring practicality, diversity in forefront, use of action verb, such as “empowering” vs. “serve”
- *Table 33* – Needs more “meat” in second sentence (substance), does NE Indiana need to be removed (limiting description), athletic/international shout-out (inclusion), expand the word “communities,” reflect marketability of future student success
- *Table 34* – The word excellence needs to be added, should NE Indiana stay or not??
- *Table 35* – Words don’t inspire visual goal or strong direction, replace discovery with innovation, “providing and inspiring,” inclusion of diversity/inclusion within mission
- *Table 36* – “Metropolitan University”? What does this mean? With purpose—don’t like it in mission, OK for campaign, inspire > needs more of an action word (advancing, promoting), add leadership and excellence
- *Table 37* – Clarify/remove “Northeast Indiana’s comprehensive metropolitan university,” add “excellence,” add “inclusive” and “innovation”
- *Table 38* – “Comprehensive”—maybe different word, maybe add “critical thinking”
- *Table 39* – Change first nine words to “we,” reference to career or advancement (personal and professional), add excellent teaching, expand on what comprehensive means
- *Table 40* – Clarify comprehensive, removed Northeast Indiana, add citizenship, add word “catalyst”
- Cut “with purpose” (seems more marketing than mission driven) put “diverse” in front of “students,” can we get a hashtag 😊?
- Clarify metropolitan—what does it mean? Add “with excellence and purpose.”

Some tables also offered revised mission statements for consideration:

- *Table 1* – “Purdue University Fort Wayne is a diverse institution dedicated to its students and community by inspiring innovation, learning, and engagement with purpose.”

- *Table 3* – “As Northeast Indiana’s only public comprehensive university, Purdue Fort Wayne serves our students and communities through discovery, learning, and engagement.”
- *Table 7* – “As Northeast Indiana’s comprehensive metropolitan university, Purdue University Fort Wayne serves our students and communicates with purpose by inspiring innovation through learning, discovery, and engagement.”
- *Table 11* – “Purdue University Fort Wayne, a comprehensive metropolitan university serving students and communities with purpose by inspiring discovery, engagement, and inclusion.”
- *Table 13* – “Purdue University Fort Wayne, the comprehensive metropolitan university in Northeast Indiana, serves our diverse students and community with purpose by inspiring excellence through discovery, learning, and engagement.”
- *Table 14* – “Purdue University Fort Wayne, Northeast Indiana’s comprehensive metropolitan university, services our DIVERSE students and communities with purpose by inspiring EXCELLENCE IN discovery, learning, and engagement.”
- *Table 19* – “Purdue University Fort Wayne serves our students and communities through learning, discovery, and engagement as Northeast Indiana’s only comprehensive metropolitan university.”
- *Table 20* – “Purdue University Fort Wayne serves our students and communities with purposeful learning and engagement that inspires continuous discovery.”
- *Table 21* – “Purdue Fort Wayne leads, listens, and innovates to improve the future for our students and community.”
- *Table 36* – “Purdue University Fort Wayne develops our students and communities by inspiring excellence in discovery and learning through leadership and engagement.”

Appendix B

TESTING OUR VISION – CONTEXT FOR SCORING

SUGGESTED VISION ELEMENTS	
1. ...University engaged in its community and the community engaged in its University... (2.5)	<ul style="list-style-type: none"> • 3 – Because it fosters mutualism and is simply a value statement the university has, i.e. “we care about people” • 3 – Reciprocal relationship between the two, directionally correct, too wordy • 3 – Captures the idea of engagement and community • 3 – Broad and includes all contributing partners and the students • 3 – Because we are supposed to be focused on the region’s needs • 3 – Because we are at our best when we are in a reciprocal relationship with our community • 3 – Because we have common core value that involves community engagement and it was talked about with external speakers concerning collaboration • 3 – Because it fulfills our mission as a Metropolitan University • 3 – Partnering with the community so the community can provide for us as well • 3 – Is good. Really emphasizes and encompasses the discovery report. • 3 – Strong partnership makes sense, good meaning/fewer words • 3 – Because the community is a huge support of the University, and vice versa. Also engagement has been an important factor in our discussions. • 3 – Because we want to enhance our existing connections to community • 3 – It speaks to who we serve • 3 – Because we like the direction, the aspiration. It may need some wordsmithing. • 3 – Community engagement has been a strong theme in today’s discussion • 3 – This ties in with our status/aspiration as a “metropolitan” university • 3 – Make a more simple connection between community and engagement • 3 – Because we don’t live in a bubble. Interconnected and interdependent. Symbiotic relationship • 3 – Because this goes along with the other vision statements (4 & 5) • 3 – Very important. We want more community engagement. • 3 – For PFW to be successful, we need the community to be successful and vice versa. It’s a symbiotic relationship. • 2 – Because it’s incomplete/just part of what we do, don’t like the wording, don’t like the word “engaged” (too narrow/too soft, not well defined)

- 2 – Should not be central focus on just this community
- 2 – More clarity required
- 2 – We like it, but it is missing something (direction lacking and specificity)
- 2 – Mentions community which we like, but worded strangely. Suggest mutual engagement between university and community.
- 2 – Lack of specificity. Engagement needs to address the full range of human need in our community (not just business/economy).
- 2 – Engagement alone is not enough
- 1 – Because it is circular and a word salad
- 1 – Not aspirational. Already do it.
- 1 – Too lengthy, limiting, and vague
- Because the data found through discovery process states this is something all stakeholders want and believe we should stand for as a regionally focused university
- Subsumed under #2
- Having a community and campus engaged creates a support system and opportunities for jobs, internships, growth
- We are a regional university--too limiting
- Redundant wording—"reciprocal engagement with community"
- I guess because the language could be more visionary if "engaged" is replaced with "lead" in both places and the idea of PFW as integral and transformational to FW and the region
- Because the language is not compelling or inspiring. It is repetitive and too generic.
- Because it's too limited for what we want our vision to be, but we do want engagement

2. ...empowering innovation for teaching, research, and engagement... (2.8)

- 3 – Innovation (top word) strong statement
- 3 – Communicates future desired state of PFW engagement with students, faculty, community
- 3 – The basic function of a university
- 3 – Because as an institution it's what we should do!
- 3 – Clear, short and to the point using great words
- 3 – The core of what an institution should do. Ensure that innovation is not centered on technology (e.g., creativity).
- 3 – Because it reflects our value statement, not standing still and maintaining our relevance. Faculty and staff focused.
- 3 – Because it reflects our value statement, not standing still and maintaining our relevance. Faculty and staff focused.
- 3 – The direction in which the vision is supported by the mission. Innovation is important and key for us to reach our end goal.
- 3 – Quality of research and teaching

- 3 – Because it presents different aspects of innovation. Also usage of the word “empowering.”
- 3 – Because knowledge is power, research is knowledge, empowering, corresponds to what we do—talks about the three things we are supposed to do (engagement also implies community engagement)
- 3 – Supports our value statement, encompasses what we do
- 3 – A strong statement that meets the required category given
- 3 – Because we love “empowering innovation”—the rest of it speaks to faculty, not so much the rest of the University family
- 3 – “Innovation” key word/element
- 3 – As the top word generated this morning, “innovation” deserves a spot in our vision
- 3 – Too many “buzz words”
- 3 – Because of emphasis on primary reason for existence
- 3 – Like word empowering
- 3 – Because it applies to all constituents on campus including faculty and students
- 3 – We are already doing this but it is important and we need to sell it and be known for it. Empowering innovation is the best part.
- 3 – All three are important
- 3 – We like the direction but we NEED more powerful words
- 3 – Define engagement, way to help further our position
- 2.75 – Because it describes the range of activities we want to be involved in
- 2 – We like the use of word “innovation”
- 2 – Overlapping mission statement. Excellence is part of operational actions
- 2 – Because we want to empower creative thinking and we believe there is room for improvement
- 2 – Because the word “innovation.” Needs more purposeful direction.
- 2 – Not worded well. We like teaching, research, and engagement
- 2 – Research, while important, is not a main concern at this time (Applied Research)
- 1 – Innovation is not our vision, excellence is. There may be more than one way to become excellent besides being innovative. We may also want to separate out education.
- Because we want to empower learning, not focus on innovative teaching. We want both, but more emphasis on the students.
- Teaching, research, and engagement is keeping current with newer innovations, encouraging and teaching and guiding our students
- PFW has opportunities for undergraduate and graduate students to conduct research. Small campus allows for close relationships with teachers which provide engagement with students.
- We support this idea because it describes who we are, but needs to be inspiring language
- Because we like the words: it includes the importance of teaching, affirms a commitment to research and with “engagement” has us looking outward

- This is the job of a university. This keeps a university current and relevant.
- Because if we're not innovating, then how will we survive and succeed in the future? We will no longer be relevant.
- Inspiring, aspirational, and futuristic

3. ...produce leaders/graduates prepared to make an impact... (2.6)

- 3 – Prepare graduates to become leaders in a rapidly changing world (no slash)
- 3 – What we do, good plan for us
- 3 – Whole goal of PFW is to give students successful and future leaders
- 3 – Isn't this what we want for our students?
- 3 – Because it is a natural part of empowering, innovative education
- 3 – “Produce leaders who could make an impact.” Wording > leaders/not graduated and make an impact.
- 3 – Our ultimate goal!
- 3 – That's what we want
- 3 – Because we want to continue, we already produce leaders
- 3 – Because explicitly stated our outcome—education with purpose
- 3 – We like it but wording is not appropriate for the environment
- 3 – Because directionally correct, like “leadership” perhaps rather than leader/graduate
- 3 – Focusing on the impact our students will make pushes our vision to the future
- 3 – Remove “leaders” keep “graduates”
- 3 – We support wholeheartedly
- 3 – Without the word produce
- 3 – Cultivate is a better word than produce. Make an impact is important.
- 3 – We would like to know what it is impacting more
- 3 – We appreciate the sentiment--it's important--but we're not producing graduates, we're preparing them. In addition, immediate impact is better.
- 3 – We graduate leaders prepared to make an impact on the region and beyond (better)
- 2 – Focus first on creating graduates, then on their impact
- 2 – Because of word “impact”—impact does not describe the vision we see (or inspire)
- 2 – Generally, we agree. The language should be changed to be more specific/concrete.
- 2 – Diversity is missing, not all can be leaders
- 2 – More feel good statement rather than aspiration. #2 can ensure #3 occurs.
- 2 – Positive and aspirational, change verbiage to graduate leaders, less cliché language
- 2 – Because you do not really produce leaders. Students or others should be able to take the initiative and use the tools given to be leaders.

- 2 – Because we are currently doing so but we can still do better
- 2 – Because as a guide it could be a disadvantage to students that we serve. Those with barriers to make an impact such as those with autism or disabilities socially.
- 2 – Terminology could be better
- 2 – Because we assume this to be true. Our students will be more than this.
- 1 – We would like to take out leaders—not everyone wants to lead. Leaders are not better than grads.
- Our table supports the idea but needs better and more inspiring language
- Because we do not like the structure “leaders/graduates.” We should choose one. Also we do not like the word “produce.” We do like “make an impact.”
- We want our students to go forth and be leaders in our world
- The whole purpose of graduating students is to put more leaders out in the world to make an impact
- Because we feel that the ultimate goal is for our students and graduates to make an impact through engagement with the community
- Because just being located in the region, our graduates are making an impact, particularly on the economy, as well as through innovation and by working on community improvements
- Product of #2

4. ...global awareness and engagement... (2.2)

- 3 – Bringing students here and sending students there, striving to become global leaders, participates in a global world
- 3 – Short and concise, love the global part
- 3 – Because we desire that knowledge and relationship
- 3 – Getting students more invested in the world and where they can go with their degrees
- 3 – May need some re-wording to make the focus on student awareness
- 3 – Truly valuing diversity and inclusion must involve a greater commitment to globally focused educational experiences
- 3 – What we do matters on a global scale
- 3 – Because of relevance to global perspective (not international—global)
- 3 – Essential for global citizenship
- 3 – Because it goes beyond just the northeast Indiana region. Encourages students to get out of their comfort zone and gives them more awareness and courage. Embrace adventure.
- 3 – We live in an ever increasing globalized world. Add cultural.
- 3 – We can't afford not to do this--study abroad, global engagement
- 2.75 – Because we think it is important but not at the sacrifice of our local community
- 2 – Conflict if we are a regional campus—don't reach so far we alienate
- 2 – Because the focus should be on more local areas

- 2 – What levels are we trying to engage globally?
- 2 – Endorse global awareness in regards to students being globally aware
- 2 – Confusion over global. Like making students aware of global issues, but campus does not need global recognition.
- 2 – Because we need to figure out our community engagement before partaking global engagement
- 2 – Because it's a good direction to head in but there is room for improvement
- 2 – The wording is weak and repeats and could be stronger words
- 2 – Word "awareness" is not strong
- 2 – It needs more direction and specificity
- 1 – We don't do this yet, we find impact in community more important, may not be goal of university
- 1 – Add global awareness to #3
- 1 – Because too vague/too expansive, not defining enough, not direction we want to go
- 1 – Vague and short
- 1 – Meaning unclear. What is awareness and engagement in a global context? Who are we referring to (faculty, students, etc.)? This item just seemed hollow, like a "buzz word."
- 1 – Not part of vision
- 1 – The reach exceeds the grasp. Focus on PFW and community first.
- 1 – Too ambiguous, what is global?, which way does it go?
- Because we don't want a global awareness to take away our focus on the region, at least for the next five years. We have other areas to grow and build awareness, i.e. diversity and inclusion, in the more near term (5-6 years).
- Our students come to us with the mindset "it's all about me." We, as a university, want them to leave with a global awareness and to become engaged in important social views
- Vague. Too many interpretations of what "global" means.
- Because we want our campus to reach and impact many
- Because regardless of whether students work in engineering or nonprofits, performing arts or accounting, today's economy requires students to be prepared to interact with people from around the world. A global awareness will make our students and our region more competitive today, and more importantly, in the future.
- Because we feel that the word "global" is too overused in our environment
- Not enough to be complete vision

5. ...outstanding curricular, co-curricular, and extra-curricular experiences... (1.9)

- 3 – Directionally correct as a vision and aspiration
- 3 – Provides faculty with autonomy in designing experiences that facilitate #3, and avenues for students to develop the knowledge, skills, and attributes to be leaders.
- 3 – Because that is the business we are in, very student focused

- 3 – Wording is bad, meaning is good
- 3 – Because it encourages students to participate in activities such as international travel, internships, etc.
- 3 – There's work to be done here and this is what we should spend time on
- 3 – Because we want to be known for an inside and outside academic experience
- 3 – Emphasizes main aspects of student experience
- 2.5 – Like direction, not as aspirational/inspirational as some of the others
- 2 – Agree with the point but the wording is hard to understand
- 2 – Necessary to meet our mission but not the best way to say it
- 2 – Takes into account the whole person
- 2 – Issue with the word "outstanding." Interdisciplinary? Holistic?
- 2 – Directionally correct, but the academic wording is not
- 2 – Needs to be more “engaging” than “outstanding.” Needs to be more purposeful. Focus more on “experiences” inside and outside of the classroom.
- 2 – Because “outstanding” is too much—not a “north star idea!” Doesn't paint a picture of the future
- 2 – Don't like the wording
- 2 – Every institution should have as a baseline the elements defined in this statement. Most don't know differences in language.
- 2 – Too secondary to the purpose of the University academic standpoint
- 2 – Because it's not what you build your identity around
- 2 – We already do these things but they can still be better
- 2 – Liked curriculum element but not the rest
- 2 – Because the wording does not allow the phrasing to be clear and easy to understand
- 2 – Only addresses student experience, too limiting/hard to measure, doesn't include community
- 1 – Don't like the repetition of curricular—difficult to understand
- 1 – These concepts are covered better by others of the vision elements
- 1 – Because it is a repetitive and redundant statement, without words that inspire
- 1 – Already do it. Should already be doing that.
- 1 – We feel like it is something we are providing, not heading toward
- 1 – Too granular for a vision statement, too detailed and limiting
- 1 – Too much “curricular,” too cute
- 1 – Words may be unclear
- 1 – Too many “curricular”; word is hard for some to understand. This should be implied.
- Because we feel this is the weakest statement of the five and it feels repetitive. If we are promoting engagement, then all of these things fall under that.

- This is not our vision, this is a very limited view of what we offer as a university
- Not academic focused. This can be included in engagement.
- I guess because it's word seems "secondary" and less vision-ish
- Because it is too technical, lacks clarity. Does not produce vision.
- Because ENGAGEMENT! ...students, faculty, staff included. It helps to build community.
- Good, but...

ADDITIONAL COMMENTS

- We did not like any of these. Learning needs to be a part of this. Lifelong learning?
- Core – solving problems in the community which may expand globally
- Students engaged in the metropolitan area to solve problems and address challenges

Appendix C

