## 1.C - Core Component 1.C

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

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

### Argument

**1.C.1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.**

Purdue Fort Wayne explicitly states its aims for informed citizenship in the "Sense of Community" outcome stated in the Baccalaureate Framework.  The Sense of Community Outcome states:

Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities.  In so doing students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

The academic program offerings provide the foundation for preparing students for workplace success.  Purdue Fort Wayne offers associate degrees, baccalaureate degrees, and professionally focused master's degrees with a primary goal to help students complete degrees that have relevance in the metropolitan and regional marketplace. Faculty members within academic programs throughout the university design and deliver courses with intention of preparing students for future success, mentor and advise students on relationships of degrees to continued study or employment after graduation listed below and describe in the document  [Sampling of Informed Citizenship and Workplace Success Activities](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Sampling%20of%20Informed%20Citizenship%20and%20Wokplace%20Success%20Activities-1.pdf?language_id=1). .

* CVPA - Seth Green's Empty Bowls Fundraiser benefiting PFW Food Bank
* COAS START Project ( [START Project Reports Spring 2019](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/START%20Project%20Reports%20Spring%202019.pdf?language_id=1))
* [Doermer School of Business Passport to Success](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Doermer%20School%20of%20Business%20Passport%20to%20Success-3-3-2021.pdf?language_id=1) program is a cocurricular graduation requirement for the majority of business majors.
* DSB and the PFW Career Center  mini conference, [Women's Professional Development Day](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Women%20Professional%20Development%20Day-3-3-2021.pdf?language_id=1) focused on professional development for women but open to all genders. DSB Students attending receive points toward their Passport to Success participation.
* ETCS required capstone course engages students in a two semester design and implementation program evidenced by the [ETCS Senior Capstone Design Projects](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Senior%20Capstone%20Design%20Projects.pdf?language_id=1) document.

The [NSSE 2020 High Impact Practices Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/NSSE%202020%20High-Impact%20Practices-9-20-2020.pdf?language_id=1) provides student self-reported evidence of curricular experiences that both support student success and that prepare students for workplace success.  47% of first-year students and 59% of seniors reported participating in a learning community.  50% of seniors reported participating in an internship or field experience and 52% of students reported participating in a culminating senior experience.

These levels of participation are consistent with faculty responses to the 2019 Faculty Survey of Student Engagement (FSSE).   As reported in the [FSSE Snapshot](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/FSSE19%20Snapshot-PFW-9-20-2020.pdf?language_id=1) and [FSSE/NSSE Combined](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/FSSE-NSSE%20Combined%20Report%202019-PFW-9-20-2020.pdf?language_id=1) reports, 55% of faculty reported that some of their courses include a service learning element and 51% of faculty reported that it was important or very important for undergraduates to participate in service learning prior to graduation.  50% of faculty reported that they worked with or supervised undergraduates in internships or field experiences.  78% of faculty reported that internships and field experiences are important or very important for undergraduates to participate in prior to graduation.

All baccalaureate degree programs are required to demonstrate students achieve institutional outcomes stated in the [Baccalaureate Framework](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Baccalaureate%20Framework-9-20-2020.pdf?language_id=1) in Annual Assessment Reports through mapping programmatic outcomes assessed through the [Baccalaureate Framework Map](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Baccalaureate%20Framework%20Map-9-20-2020.pdf?language_id=1). The Baccalaureate Framework outcomes directly align with knowledge, skills, attitudes, and abilities necessary for informed citizenship and workplace success.

The Division of Student Affairs supports students in preparing for workplace success through co-curricular opportunities offered across their multiple offices and programs. [The Student Affairs Annual Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/SA%20Annual%20Report%202019-2020.pdf?language_id=1) provides a comprehensive overview of goals, expected outcomes, programming, and demonstrates their focus on informed citizenship and workplace success.

Career Services spearheads co-curricular activities focused on student success through the [Career Development Center](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Career%20Development%20Center%20-%20Purdue%20Fort%20Wayne.pdf?language_id=1) (CDC).  CDC manages and makes available to students a free online system to post job opportunities for both students and alumni, Handshake.  Handshake allows students to perform a variety of tasks:

* Job searches of all types including part-time and full-time employment, work-study positions, and internships
* Registration in the system provides students eligibility for campus interviews and resume referral
* Students can track job searches
* Handshake allows users to store up to 10 unique resumes
* Through the system, students can send resumes directly to employers
* Emails about upcoming career events are sent to registered students

CDC supports the transition from university study to placement in the workplace through career fairs, job search assistance, interview preparation, resume development and co-sponsoring events throughout the academic year as evidenced by the [Career Services Fall 2020 Calendar of Events](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Career%20Services%20Fall%202020%20Calander%20of%20Events-9-20-2020.pdf?language_id=1).

**1.C.2 The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.**

Purdue University Fort Wayne's processes and activities demonstrate commitment to equitable treatment of diverse populations. The Human Resources and the Office of Institutional Equity assure that we comply with regulations assuring equitable treatment of employees.

Human Resources and the Office of Institutional Equity manage multiple processes and regularly evaluate campus operations to assure inclusive and equitable treatment. The University annually produces an [Affirmative Action Plan](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/AAP%20Oct%202019%20-%20Sept%202020.docx.pdf?language_id=1).  As required by federal law for universities receiving federal contracts, the university affirmative action program is a tool to ensure equal employment opportunity and to ensure the institution's processes for recruitment, selection, advancement, and other terms and privileges associated with employment.

Human Resources and the Office of Institutional Equity unit are aligned with the broader Purdue University in terms of human resources and employment-related policies & pay practices to ensure compliance and consistency of institutional decisions.  Here are the Diversity policies that ensure overall diversity alignment is practices in our work:

Equal Opportunity, Equal Access and Affirmative Action (III.C.2)

Resolving Complaints of Discrimination and Harassment, Procedures for

Anti-Harassment (III.C.1)

Nondiscrimination Policy Statement

However, like many institutions, processes and activities at PFW have not fully achieved the social imperative to achieve inclusive and equitable treatment of diverse populations. [The Report on Campus Climate Survey](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Report%20on%20Campus%20Climate%20Survey-9-20-2020.pdf?language_id=1)  was conducted to inform the DEI strategic plan initiative. It illustrates that gaps between processes and activities and impact of those processes and activities continue. The report informed the [diversity-equity-inclusion-1.2-final-recommendations](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/diversity-equity-inclusion-1.2-final-recommendations.pdf?language_id=1) demonstrating the use of data to inform decision making.

The Strategic Plan established specific objectives for the ongoing development of an inclusive campus culture, strategic activities, and specific metrics drive the strategy with an aim to institutionalize inclusiveness, equity, and inclusion as defining attributes of campus culture. Objective 1 of the "Embrace Diversity, Equity, and Inclusion" Strategic Aspiration states that the institution will "Cultivate an affirming campus climate that embraces a culture of mutual understanding and respect.  Three strategic activities stated in support of the Aspiration were:

1. Conduct a campus climate survey and use the results to drive activities that develop cultural competency and an appreciation for diversity in all its forms.
2. Create a support structure, including a leadership position, support staff, and requisite funding to promote and advance diversity, equity, and inclusion (DEI) initiatives across campus and in each unit.
3. Develop and implement an institutional DEI plan and unit-level DEI plans initiated by units.

The progress made to date in these three areas provides evidence that the institution's activities demonstrate the importance of and need to enhance inclusive and equitable treatment of diverse populations. The institution's initial campus climate survey was conducted between November and 11th, 2019 to establish a benchmark for evaluating the effectiveness of strategic activities focused on enhancing inclusiveness. The DEI Action Planning team issued [diversity-equity-inclusion-1.2-final-recommendations](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/diversity-equity-inclusion-1.2-final-recommendations.pdf?language_id=1) in December 2019. In January 2021, following the recommendations, Purdue Fort Wayne's first Chief Diversity Officer was hired and The Office of Diversity, Equity and Inclusion (DEI).created/  In alignment with the strategic plan, the CDO is currently working across the university to develop a University DEI Strategic Plan.  Additionally, as stated in the Strategic Plan, all units (academic and administrative) will be developing DEI Plans.  The School of Music has already met with the CDO and is actively developing their plan.

One of the stated priorities for the position was to assure that diversity, equity, and inclusion is institutionalized throughout the university.  Because the CDO is a cabinet level position, it is part of the executive team that includes the Vice Chancellors of all major divisions.  Therefore, the organizational structure supports the goal to create an inclusive campus.  The CDO is currently meeting with faculty and staff across campus to identify priorities for the Diversity Plan

**1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.**

Purdue University Fort Wayne fosters a climate of respect among all students, faculty, staff, and administrators through policy and procedure; university programs; student organizations; faculty and staff organizations; and human resources training. The Office of Institutional Equity leads institutional efforts aimed at ensuring fair and equal treatment for all students and employees in a diverse and inclusive environment free of discrimination and harassment.

Purdue Fort Wayne policies and procedures stating the institution's commitment to fostering a climate of success are framed by Purdue University Policy Volume III.C.1 consistent with the Policy Hierarchy of the Purdue University System.

The [University Civility Statement](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/Civility%20Statement-8-5-2020.pdf?language_id=1)  affirms our commitment to fostering a climate of respect among all students, faculty, staff, and administrators.

Purdue Fort Wayne [Senate Document 17-8](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/SD17-8%20Inherent%20Worth-8-5-2020.pdf?language_id=1) (SD 17-8) supports the University Civility Statement and aligns with Purdue University's Senate Document (17-03) demonstrating the commitment of the faculty body to assuring a climate of respect.

[SD89-28 Student Conduct](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/SD89-28%20Student%20Conduct-8-5-2020.pdf?language_id=1) and the [Student Handbook](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1C/2020-21-Purdue-Sudent-Handbook.pdf?language_id=1) state student rights to nondiscrimination committing the institution to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential.

Purdue Fort Wayne supports these values and ethics through a number of institutional activities.  All employees are required to complete training programs including Nondiscrimination and Anti-Harassment Training and Americans with Disabilities Act Training.  Additionally, all employees complete training in Sexual Violence Awareness.  Human Resources and the Office of Institutional Equity supports an inclusive work environment recognizing that employees will have disagreements and the importance of individuals feeling valued and important as resolutions are sought.  The Office of Institutional Equity offers conflict resolution services ground in a mediation framework, The Neutral Conflict Resolution (NCR) to achieve outcomes that support the universities commitment of civility and its commitment to diversity and inclusiveness.  NCR is provided through a group of representatives who have completed an intensive five-day training program.  The training program includes instruction on mediation concepts, principles, skills, and techniques as well as practice in role-playing that simulates actual conflict and communications participants might face.

### Sources

* 2019-2020+Purdue+Fort+Wayne+Student+Handbook
* AAP Oct 2019 - Sept 2020.docx
* Baccalaureate Framework
* Baccalaureate Framework Map
* Career Development Center - Purdue Fort Wayne
* Career Services Fall 2020 Calendar of Events
* Centers of Excellence - Purdue Fort Wayne
* Civility Statement
* Diversity Council - Purdue University Fort Wayne
* diversity-equity-inclusion-1.2-final-recommendations
* Doermer School of Business Passport to Success
* ETCS Senior Capstone Design Projects
* FSSE19 Snapshot (PFW)
* FSSE-NSSE Combined Report 2019 (PFW)
* NSSE 2020 High-Impact Practices
* Purdue Fort Wayne Consensus Strategic Plan Final
* Report on Campus Climate Survey
* SA Annual Report 2019.2020
* Sampling of Informed Citizenship and Workplace Success Activities
* SD17-8 Inherent Worth
* SD89-28 Student Conduct
* START Project Reports Spring 2019
* Women Professional Development Day

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| Purdue University Fort Wayne - IN - Assurance Argument - 3/25/2021  0 |