## 3.C - Core Component 3.C

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

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

### Argument

**3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves**

Purdue Fort Wayne strives to ensure the overall composition of its faculty and staff reflects human diversity consistent with their mission and constituents and in alignment with university policies on Equal Opportunity, Equal Access and Affirmative Action; Anti-Harassment, Nondiscrimination, as well as clear communication of processes available to Resolve Complaints of Discrimination and Harassment. As outlined below, the Office of Human Resources outlines key guiding operating principles and/or practices that specifically focus around diversity.

Talent Acquisition and Diversity Outreach:

Talent Acquisition utilizes multiple tools to extend our reach and draw diverse applicant pools for the University.  One way is through the Affirmative Action Plan.  HR|OIE tracks affirmative action hiring goals for each major unit, including Ladder Rank Faculty. Hiring managers have established goals for assuring affirmative action and are notified of those goals at the initiation of each hiring process. For each search, we send the Hiring Manger their goals per the example below:

 The university requires the following statement on every posting:

Purdue University Fort Wayne seeks to develop and nurture its diversity.  Purdue Fort Wayne is committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect.  Purdue Fort Wayne is an EEO/AA employer fully committed to achieving a diverse workforce.  All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

Positions are posted on a variety of sources including:

University Career page, WorkOne, Handshake, Indeed, HigherEdJobs.com, Local Agencies, LinkedIn, Facebook

As described the recruitment process is a critical strategy to increase the representativeness of our faculty and staff. The process recognizes the institutional commitment to increasing the diversity of our employees. Purdue Fort Wayne's employee diversity as represented by [Employee Race and Ethnicity](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Employee%20Race%20and%20Ethnicity-3-2-2021.pdf?language_id=1) presently falls below the Fort Wayne Metropolitan Region as reported in [InDepth Profile Fort Wayne Metro STATS Indiana](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/InDepth%20Profile%20Fort%20Wayne%20Metro%20STATS%20Indiana-3-2-2021.pdf?language_id=1" \t "_blank) in key areas.

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| **Race/Ethnicity** | **Purdue Fort Wayne %** | **Fort Wayne Metropolitan Area %** |
| Black/African American | 5.4 | 8.4 |
| Hispanic | 4.5 | 6.3 |
| Multi-racial | 1.3 | 2.6 |

The newly hired CDO is developing strategies to improve recruitment of underrepresented minorities, renewing training program requirements for hiring committees, and working with departments on diversity plans to enhance the representativeness of the campus.

**3.C.2  The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.**

Purdue University Fort Wayne (PFW) assures the number and quality of faculty are sufficient to fulfill all classroom and non-classroom roles including oversight of curriculum and expectations for student performance through multiple policies and processes. The Purdue University Senate drafted and approved [SD 10-14](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/SD%2010-14-9-23-2020.pdf?language_id=1) defining full time workload fully aware of the time demands to carry out all classroom and non-classroom roles including curricular oversight, expectations for student performance, and involvement in the assessment of student learning.

The standard faculty instructional load for tenure and tenure track faculty as stated in [SD 10-14](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/SD%2010-14-9-23-2020.pdf?language_id=1) is twelve semester credit hours. The standard instructional load for full time continuing lecturers is 12 semester credit hours. Tenure-track faculty receive the equivalent of one lecture course release (three credit hours) per semester for research for an instructional load. Tenured faculty, subject to departmental approval, above the assistant level may elect either the equivalent of a three-lecture course load per semester with the expectation of a research program or the equivalent of a four-lecture course load. Institutional Research provides a faculty workload report each semester in part to support decision making on instructional staffing. The twelve credit hour per semester load is consistent with common practice for comprehensive regional universities.  The expectations for faculty with a reduced load for research is consistent with both the teaching focused mission of the institution and common practice at public regional comprehensive universities. The Office of Institutional Research (OIR) maintains a Faculty Workload Dashboard which provides detailed analysis of workload that is available to faculty and academic leaders.  The dashboard is password secured and not publically available; however, access will be provided at the time of visit.   Three sample reports from the Faculty Workload Dashboards from Fall 2020 are provided. [The Faculty Workload Fall 2020](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Faculty%20Workload%20Fall%202020-2-22-2021.pdf?language_id=1) report details the distribution of faculty workload across instructional, research, and administrative responsibilities on an FTE basis. Chairs certify faculty instructional and non instructional workload for all faculty in their departments using the [Faculty Workload Confirmation and Research Report Template](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/FacultyWorkloadReport-9-23-2020.pdf?language_id=1).

The university has sufficient faculty to carry out both classroom and non-classroom roles as evidenced by the following tables..

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| **Table 1: Census Enrollment Per Section** | | | | | |
| **Semester** | **Sections**  **Offered** | **Census**  **Enrollment** | **Enrollment per Section** | **Seat Capacity** | **Fill**  **Rate** |
| Fall 16 | 2,543 | 39,627 | 15.58 | 55.981 | 70.8% |
| Spring 17 | 2,453 | 34,885 | 14.22 | 51,484 | 67.8% |
| Fall 17 | 2,484 | 36,938 | 14.87 | 53,804 | 68.7% |
| Spring 18 | 2,337 | 32,284 | 13.81 | 47.489 | 68.0% |
| Fall 18 | 2,432 | 35,830 | 14.73 | 48,642 | 73.7% |
| Spring 19 | 2,229 | 30,411 | 13.64 | 42,959 | 70.8% |
| Fall 19 | 2,318 | 34,399 | 14.83 | 47,072 | 73.1% |
| Spring 20 | 2,216 | 29,317 | 13.22 | 41,662 | 70.4% |
| Fall 20 | 2,283 | 32,880 | 14.40 | 44,597 | 73.7% |
| Spring 21 | 2,037 | 26,957 | 13.23 | 37,628 | 71.6% |

 The total number of faculty across ranks over multiple semesters is consistent with enrollment and supports the claim of sufficient continuity as illustrated in Table 2.

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| **Table 2:  Faculty Headcounts By Semester** | | | | | | |
| **Semester** | **Tenured** | **TT** | **CL** | **Clinical** | **Visiting** | **LTL** |
| Fall 16 | 217 | 69 | 61 | 31 | 16 | 314 |
| Spring 17 | 204 | 67 | 57 | 30 | 16 | 309 |
| Fall 17 | 211 | 56 | 60 | 30 | 20 | 317 |
| Spring 18 | 203 | 56 | 62 | 31 | 21 | 272 |
| Fall 18 | 198 | 49 | 59 | 9 | 23 | 284 |
| Spring 19 | 194 | 47 | 60 | 9 | 21 | 261 |
| Fall 19 | 196 | 56 | 56 | 12 | 27 | 253 |
| Spring 20 | 186 | 55 | 57 | 13 | 27 | 260 |
| Fall 20 | 171 | 54 | 59 | 14 | 38 | 235 |

The Fall 18 reduction across faculty levels is mostly attributable to the realignment. The increase in "Visiting" reflects a current stance to pause replacing faculty lines given current enrollment and budget trends.  The university is implementing a process to convert "Visiting" to Tenure Track lines based on budget availability and departmental need and we expect the tenure track lines to increase over the next several years.

Faculty workload is consistent and sufficient as illustrated in Table 3. The Credit Hour/FTE column is consistent with enrollment patterns over the period.

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| **Table 3: FTE Faculty Workload Detail** | | | | |
| **Semester** | **Enrollment/ Instructional FTE** | **Enrollment/ Total FTE** | **Credit Hour/ Instructional FTE** | **Credit Hour/Total FTE** |
| Fall 16 | 89 | 70 | 239 | 189 |
| Spring 17 | 86 | 65 | 231 | 175 |
| Fall 17 | 87 | 68 | 232 | 183 |
| Spring 18 | 85 | 65 | 230 | 175 |
| Fall 18 | 94 | 74 | 251 | 197 |
| Spring 19 | 87 | 66 | 234 | 178 |
| Fall 19 | 95 | 72 | 252 | 191 |
| Spring 20 | 88 | 65 | 240 | 179 |
| Fall 20 | 94 | 73 | 249 | 194 |

Current instructional capacity exceeds our current enrollment levels and sufficient instructional capacity is available for enrollment growth as evidenced by Tables 1, 2, and 3.

Program/Department Academic Chairs are responsible for course scheduling and ensuring adequate faculty to fulfill classroom and non-classroom activities.  As described above, the Institutional Dashboards provide Chairs support for planning based on prior history. As described below, additional data for forecasting instructional needs based on enrollment is provided through the annual departmental review template that is part of the Comprehensive Program Review Process.

**3.C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.**

Purdue Fort Wayne ensures all faculty are qualified and reviews qualifications upon application, offer, acceptance, and contract renewal. The Associate Vice Chancellor for Teaching and Learning provides oversight of and guidance for the Colleges and Departments as it relates to faculty qualifications.

The default standard for all instructors is a terminal degree, or a degree at least one level higher than the degree for which a course being taught can be counted. Instructors teaching in graduate programs at Purdue Fort Wayne are required to hold the terminal degree as determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.  Undergraduate Faculty are required to hold a terminal degree in the discipline, or a Master's Degree with 18 graduate credit hours in the discipline, or meet the tested experience threshold stated in [SD 15-15](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/SD%2015-15-9-23-2020.pdf?language_id=1) . SD 15-15 requires academic units qualifying a faculty member utilizing tested experience to develop clear standards consistent with HLC policy to determine qualification by tested experience and defines guidelines for applying tested experience qualification. [Faculty qualifications for Dual Credit](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Policy%20to%20meet%20HLC%20qualifications%20for%20Dual%20Credit%20Instructors-9-23-2020.pdf?language_id=1) instructors are stated, consistent with HLC's June 2015 policy clarification to Assumed Practice B.2. [OAA 18-4](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/OAA%2018-4-9-23-2020.pdf?language_id=1) consolidates and clarifies the institutional policies on faculty qualifications and aligns institutional policies to HLC requirements.

The Faculty Affairs Committee is responsible for "standards of appointment" as defined in [SD 15-22, Section 5.3.2.2.](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/SD%2015-22-9-23-2020.pdf?language_id=1) (Bylaws of the Fort Wayne Senate). [OAA 15-4](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/OAA%2015-4%20Faculty%20and%20Librarian%20Recruitment%20Checksheet-9-23-2020.pdf?language_id=1) defines processes and requirements for soliciting candidates for faculty positions. The policy requires a review of official transcripts prior to interview to provide initial qualification of the candidate. The CV and official transcripts provide documentation of qualifications for faculty selected for hire. In Spring 2020, to better track faculty qualifications at the course level, the institution began a process to move all faculty qualifications in Watermark Digital Measures.  This system provides the capability to integrate with our Enterprise System (Banner) to link scheduled teaching for all faculty with their credentials to ensure continuing qualification to teach relative to HLC Standards. Presently all faculty are loaded in the system and the scheduled teaching information from Banner is loaded.  During the Fall and Spring Semester, OIR is leading training to get all faculty CV and Official Transcripts of their highest degree earned in the system.  Once completed, all faculty qualifications data will be available within Digital Measures.

Departments review faculty qualification annually as part of the annual review process. [OAA Memorandum 03-1](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/OAA%2003-1-9-23-2020.pdf?language_id=1) established guidelines for selecting, appointing, and reviewing Continuing Lecturers (CL's).

Credentialing requirements for limited-term lecturers (LTL's) are the same as for continuing lecturers. Because limited term lecturers are hired to teach specific courses, departments are required to review and document credentials for limited-term lecturers upon hire and assignment of each course. The Office of Academic Affairs provides a reporting Template for documenting credentials for limited term lecturers.

The Collegiate Connection Department Representative for departments offering dual-credit courses verifies candidate credentials prior to approval of the candidate to teach dual-credit courses as part of completing the [Dual Credit Instructor Checklist](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/DCS%20DUal%20Credit%20Instructor%20CHecklist.pdf?language_id=1). The academic department maintains records attesting to each dual-credit instructor's credentials.  The [Policy to meet HLC qualifications for Dual Credit Instructors](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Policy%20to%20meet%20HLC%20qualifications%20for%20Dual%20Credit%20Instructors.pdf?language_id=1) requires dual credit instructors to make sufficient progress toward being fully qualified by the expiration date of the extension.  P PFW documents the process through requiring academic departments to report dual-credit instructor qualifications guided by the [Dual Credit High School Teachers Reporting Template.](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Dual%20Credit%20High%20School%20Teachers%20Reporting%20Template.pdf?language_id=1)

The Purdue University Graduate School approves all graduate faculty serving Purdue Fort Wayne graduate programs. The Graduate School qualifies Purdue Fort Wayne Graduate Faculty through their appointment process initiated by a faculty member completing the [Purdue Graduate Faculty Appointment Reques](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Purdue%20Graduate%20Faculty%20Appointment%20Request-2-22-2021.pdf?language_id=1)[t](file:///C:\Users\johnsonw\AppData\evidence\viewfile%3ffileId=1168657).

**3.C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Purdue Fort Wayne evaluates instructors regularly consistent with clearly stated policies and procedures.  The College Deans are responsible for the annual review of all faculty and instructors in their Colleges as specified.  The "Guidelines for Reappointment Review"(OAA 04-3. Revised Sept 12, 2016) provides a year-by-year reappointment checklist to guide faculty and Deans in the reappointment review for probationary faculty as they progress through the tenure process.

[OAA Memo 03-1](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/OAA%2003-1-9-23-2020.pdf?language_id=1) established guidelines for the selection, appointment, and review of Continuing Lectures. It requires academic departments to develop specific evaluation criteria for Continuing Lecturers (CL's). CL's submit reports of activities annually and department chairs evaluate CL's using the same annual reappointment schedule and deadlines used for probationary tenure-track faculty. The Departmental Chair performs annual reviews for tenured faculty. The Chair provides a written review and recommendations to the faculty member.

﻿**3.C.5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

The Annual Faculty Review Process at each College assures that instructors are current in their disciplines and adept in their teaching roles. Student Evaluations at the end of each course evaluate student perceptions of teaching quality.  The Annual Assessment Process evaluates the quality of the learning environment as measured by student achievement of stated student learning outcomes at the course level.

The institution supports professional development of faculty through multiple offices and initiatives for all classifications of faculty and at all levels of their ongoing professional development. While funding was temporarily suspended as part of the COVID-19 response, it is planned to be restored once Pandemic Measures at the university expire as described below.

The Office of Academic Affairs allocates faculty development funds for all Colleges and Departments by type of appointment:

1. $1,500 per regular Tenured or Tenure Track (T/TT) Faculty
2. $1,250 per Clinical, Research or non-T/TT faculty
3. $750 per Continuing Lecturer (OAA 18-1)

The Institution provides teaching support through the Center for the Enhancement of Learning and Teaching which offers [workshop](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3C/Celt%20Workshops%202019-20.pdf?language_id=1)[s](file:///C:\Users\johnsonw\AppData\evidence\viewfile%3ffileId=1207773), a Fall and Spring Teaching Conference, Faculty Learning Communities, training and help in implementing the use of educational technologies, and additional programs focused on enhancing online and face to face teaching and learning environments.

The Alliance for Teaching Enrichment supports faculty committed to student success, quality instruction, and advancing the academic mission of the university. This faculty driven initiative provides avenues for professional peer support and development related to our teaching mission. The Alliance annually hosts the Teaching Alliance Showcase providing broad dissemination of best teaching practices to the larger faculty community.

The Associate Vice Chancellor for Teaching and Learning facilitates the New Faculty Institute annually. The Institute is a one-year program and the foundation for faculty professional development at PFW. New Faculty Institute orients and provides support for faculty in areas crucial to the success of students, faculty, and the institution. Typical training topics include understanding PFW students, implementing high impact practices to promote student learning, assessing student learning, advising students to increase student success, and PFW resources to support scholarly activity and publication. The New Faculty Institute begins with a full day workshop held at the beginning of the Fall Semester and continues with monthly workshops conducted throughout the academic year.

The Office of Sponsored Programs provides support and developmental opportunities for faculty engaged in or seeking opportunities to engage in sponsored research.

The Institute for Research, Scholarship, and Creative Endeavors provides support mechanisms including funding and training to faculty and students for research, scholarly activities, and creative endeavors. This faculty driven initiative provides seed funding through small grants for travel and research and creative activity support.

**3.C.6  Instructors are accessible for student inquiry.**

Instructors provide office hours to assist students, assist with academic advising, and provide other support as appropriate. The College Dean and Departmental Chair are responsible for ensuring instructors are available for student support. Practices across colleges and academic departments vary; however, all departments require faculty communicate office hours publically.  Typically, faculty post hours physically in the office, on the syllabus, and/or on the internet.  Faculty regularly provide academic advising, learning support, and career guidance.  On average, departments require full-time faculty members reserve three to five hours per week for student consultation outside of the classroom.

**3.C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.**

Staff members providing support to students are qualified, appropriately trained, and supported in their professional development.  Primary role advisors in OAASS are required to hold at least a baccalaureate degree. Directors of College Centers and Student Success and Advocacy are required to have earned a masters degree.  With the implementation of the new advising structure, all new primary role advisors will be hired by and trained through the Student Advising and Advocacy Center (SAAC) SAAC qualifies applicants and upon hire reviews performance through 30, 60, and 90 day assessments.  SAAC employees are required to meet or exceed benchmark performance level at each interval.  SAAC sponsors quarterly breakfasts for advisors from across campus focused on continuous improvement of advising services to students.  Professional staff in all advising units are encouraged to and supported in attending national NODA, NACADA, and NASPA conferences.  SST staff participate in ongoing training through webinars on topics relevant to the unit's mission (e.g. Transfer credit articulation best practices, supporting students on probation, etc.).  The Director of SST regularly sits in on academic advising appointments to evaluate advisor performance and provide summative and formative feedback.  All staff members participate in multiple internal audits annually to ensure proper procedures and ongoing training necessary for Federal and State compliance.

The Office of Financial Aid encourages and supports attendance at regional and national conferences including NASFAA, IFSAA, NCAA, etc. to ensure professional staff are aware of trends and changes in regulations related to financial aid. All newly hired financial aid employees attend the Midwest Association of Student Financial Aid Administrators Summer Institute and Leadership Symposium.  Financial aid counselors hired during the pandemic will attend the conference in the first summer following the end of COVID restrictions. Financial aid employees regularly and frequently participate in ICHE training sessions.  Financial Aid Leadership regularly monitors email exchanges between Financial Aid Advisors and Students to assure compliance with Federal Policy and improve the quality of student correspondence.

The Vice Chancellor for Enrollment Management and the Student Experience holds a terminal degree in Higher Education and has over 10 years of experience across the full range of student affairs divisions including enrollment management. The Vice Chancellor is responsible for all hiring, training, and supporting student affairs and enrollment management staff. Offices across the student affairs and enrollment management divisions serve students representing the diversity of our student body including offices focused on serving students with disabilities, veterans, international students, and underrepresented students.  Within The Division of Enrollment Management and the Student Experiences, the majority of full-time, professional staff are qualified with master’s degrees in student affairs or a related field (counseling, leadership, higher education administration, OLS, etc.). Staff in both enrollment management and student affairs engage in many professional development activities throughout the year, including: guest speakers for various topics during staff meetings, participation in a full-staff retreat in the summer months, affiliation and conference attendance in professional organizations related to area of specialty, and reading on national topics and trends.

### Sources

* 3-Strategic Plan Metrics Report
* Celt Workshops 2019-20
* Course Detail Fall 2020.pdf
* CSD Annual Report
* Dual Credit High School Teachers Reporting Template
* Dual Credit Instructor Checklist
* Employee Race and Ethnicity
* Faculty Instructional Workload Detail Fall 2020.pdf
* Faculty Workload Confirmation and Research Report Template
* Faculty Workload Fall 2020.pdf
* InDepth Profile Fort Wayne Metro STATS Indiana
* OAA 03-1
* OAA 15-4 Faculty and Librarian Recruitment Checksheet
* OAA 16-2 Academic Program Review Guidelines
* OAA 16-3 Academic Program Review Framework
* OAA 18-4
* Policy to meet HLC qualifications for Dual Credit Instructors
* Purdue Graduate Faculty Appointment Request
* SD 10-14
* SD 15-15
* SD 15-22

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