

Purdue University Fort Wayne—Strategic Planning Process Report on Campus Feedback on the High-Level Strategy Draft

February 1, 2019

Background

The draft of the high-level strategy was shared with the campus in two parts. The first part, which included the proposed Mission, Core Values, Vision, and Aspirations, was shared on Tuesday, January 22. The second part, which included the Expected Behaviors, was shared on Monday, January 28. See Appendix A for the complete high-level strategy draft.

Collection of Feedback

Feedback on the high-level strategy draft was collected in three ways:

1. Through a feedback survey that allowed students, staff, and faculty to indicate their level of agreement with, and offer feedback on, each component of the high-level strategy draft (see Appendix B for a copy of the survey);
2. At two open forums, which were held on Thursday, January 24 and Friday, February 1;
3. Through the “Share Your Voice” feature on the strategic planning website.

Results

The feedback collected, which is summarized below and included in full in the appendices, demonstrates strong support for the high-level strategy draft.

Feedback Survey

One-hundred and fifty-eight people completed the feedback survey on the high-level strategy draft. The feedback revealed broad support for the draft. What follows are the high-level results and major themes that emerged in each section of the survey.

Mission

74% of respondents Agreed/Strongly Agreed with the proposed Mission. Most respondents, including many who Disagreed with the statement due to specific word choices, agreed that the statement appropriately encapsulates Purdue Fort Wayne’s mission. Multiple respondents (who both Agreed and Disagreed with the Mission) recommended removing “with purpose.”

Core Values

78% of respondents Agreed/Strongly Agreed with the proposed Core Values. There was widespread agreement that these are important values and behaviors that should guide our actions. Multiple respondents wanted to see global awareness/engagement incorporated as part of Diversity and Inclusion.

Vision

66% of respondents Agreed/Strongly Agreed with the proposed Vision. Nearly two-thirds of the respondents who indicated that they Disagreed/Strongly Disagreed with the Vision expressed concern that the statement is too vague and/or broad in its current form.

Aspirations

80% of respondents Agreed/Strongly Agreed with the proposed Aspirations. The vast majority of respondents agreed that these were appropriate areas of focus for the new strategic plan. The survey also asked respondents to indicate how they “think the university should define success in moving [Purdue Fort Wayne] toward accomplishing these Aspirations?” Respondents provided a variety of ideas and recommendations, all of which will be shared with the Aspiration Planning Teams in the next phase of the strategic planning process.

Other

While only representing a small number of responses overall, several respondents indicated a desire to see either research/knowledge production, education, or international/global awareness emphasized across the high-level strategy.

See Appendix C for complete survey results.

Open Forums

Thursday, January 24

Two people who do not serve on the Strategic Plan Steering Committee or the University Leadership Team attended this open forum. They expressed support for the proposed Mission and Vision. Questions were also raised about the role that research, scholarship, and creative endeavor play in the high-level strategy draft.

Friday, February 1

Four people who do not serve on the Steering Committee or the Leadership Team attended this open forum. They expressed support for the high-level strategy draft, but had questions about the planning process, including: (1) if we have taken the “safe way” in our planning process and thus missed important opportunities to advance the campus and clarify its mission; (2) how we have involved the community in the process; (3) what role the Board of Trustees will play in approving the plan; and (4) how do build back everything we have lost in recent years, and invest in new strategic priorities, especially if we are not able to grow revenues? We also had a lengthy discussion about the importance of robust mental health support services for college students.

“Share Your Voice”

Thirteen people submitted feedback on the high-level strategy draft through the “Share Your Voice” link on the strategic planning website. Twelve of these submissions expressed a desire to see international/global awareness and/or the importance of foreign languages reflected in the Core Values and Expected Behaviors.

See Appendix D for all “Share Your Voice” submissions.

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

Appendix A: High-Level Strategy Draft

Purdue University Fort Wayne—High-Level Strategy Draft

Background

The data summarized in the [Discovery Report](#) and the input documented in the Strategic Planning Meeting [Summary Report](#) were the primary drivers of the high-level strategy detailed on the next page.

When the high-level strategy is finalized, brief narratives will accompany the Vision statement and each Aspiration. These narratives will help to define our campus's understanding of what the Vision and Aspirations mean. The Leadership Team wants the content of these narratives to be informed by the campus's feedback on the draft.

Definitions

These are the definitions the University Leadership Team used to guide its efforts in drafting the high-level strategy.

Mission

A mission statement answers the question, "Why do we exist?" It refers to the overall function of the University. It is a short, clear, and compelling statement, which guides, focuses energy, and brings to life the reason for the organization's existence. This is not to be confused with goals or operating strategies.

Core Values

The Core Values of Purdue Fort Wayne should define what we believe in and how we conduct ourselves. Core Values underlie our work and how we interact with each other and our external stakeholders on a daily basis; they should guide our actions and behaviors. Expected behaviors reflect both individual and institutional behaviors that support and give definition to the Core Values.

Vision

Vision communicates the future desired state (i.e., what the organization wants to become). Vision answers the questions, "Where are we going? Where do we want to be one year from now? Five years from now? Ten years from now?" It is an exciting, inspirational "word picture" that captures people's creative imagination and mobilizes their energy for the effort.

Aspirations

Aspirations describe the long-term focus areas for the University. They are typically long term (2-5 years) focus areas that the University needs to address in order to achieve its vision. Aspirations are ends that guide actions. They are typically not easily measured.

Two Notes on the Draft

1. The Leadership Team divided the Mission statement into a statement of who we are and a more focused statement of the university's mission.
2. The Core Values and Aspirations are presented in alphabetical order.

Who We Are:

We are Purdue University Fort Wayne, northeast Indiana's comprehensive metropolitan public university.

Our Mission:

We serve and engage our students and communities with purpose by cultivating discovery, innovation, and learning in an inclusive environment.

Our Core Values:

Core Values	Expected Behaviors
Diversity and Inclusion	<ul style="list-style-type: none"> • Create an environment that is welcoming and respectful to all, both within and beyond the classroom • Foster multicultural experiences • Provide equal opportunities and services to all • Recognize the value of diverse perspectives and backgrounds
Engagement	<ul style="list-style-type: none"> • Establish mutually beneficial partnerships between campus and communities • Maintain an awareness of internal and external stakeholder needs • Promote a culture student, staff, and faculty participation in university activities, events, and decision making • Pursue collaborations that address current and emerging issues and opportunities
Excellence	<ul style="list-style-type: none"> • Accept accountability for advancing toward excellence • Achieve the highest standards of performance and outcomes in teaching, research, service, and engagement • Empower faculty, staff, and students to embrace risk to pursue excellence • Promote a culture of continuous improvement
Innovation	<ul style="list-style-type: none"> • Create diverse cultural, educational, and enrichment programming • Pioneer innovations in teaching and student support that increase access, learning, and success • Support student and faculty research, scholarship, and creative endeavor • Value and support the pursuit of new ideas and interdisciplinary collaborations
Students First	<ul style="list-style-type: none"> • Consider all strategic decisions from the perspective of student impact • Design programs and teaching pedagogies that advance student learning and success • Foster a campus environment dedicated to the growth and well-being of the whole person • Recruit and retain highly-qualified faculty and staff with a commitment to students

Our Vision:

Empower everyone, every day, to improve our world.

Our Aspirations:

- Embrace Diversity and Inclusion
- Enhance Quality of Place
- Foster Student Success
- Promote Community Engagement

Objectives and Strategic Activities (initiatives) related to our Core Values and the following elements will help to shape each Aspiration:

- Access
- Global Awareness
- Research, Scholarship, and Creative Endeavor

Appendix B: Survey

High-Level Strategy Draft Feedback Survey

Start of Block: Default Question Block

On January 11, 2019, 300 staff, faculty, and students participated in a day-long strategic planning session during which they provided critically important input on Purdue University Fort Wayne's Mission, Values, and Vision, and developed strategy maps comprised of primary and secondary activities that could be undertaken as part of a strategic plan.

Utilizing this input, the University Leadership Team, which is composed of the Chancellor, Vice Chancellors, Deans, Faculty Leaders, and the Chair and Co-Chair of the Strategic Plan Steering Committee, developed proposed Mission, Values, and Vision Statements, as well as proposed high-level Aspirations that form the foundation for our new strategic plan.

The Strategic Plan Steering Committee is hosting open forums to discuss the high-level strategy draft on Thursday, January 24 at 9:00 a.m. in LA 35A and Wednesday, January 30 at 12:00 p.m. in SB 168.

You may also use this survey to provide feedback.

The feedback period on the high-level strategy runs from Tuesday, January 22 to Friday, February 1 at 5:00 p.m.

Page Break

Mission:

A mission statement answers the question, "Why do we exist?" It refers to the overall function of the University. It is a short, clear, and compelling statement, which guides, focuses energy, and brings to life the reason for the organization's existence. This is not to be confused with goals or operating strategies.

Proposed Mission Statement:

We serve and engage our students and communities with purpose by cultivating discovery, innovation, and learning in an inclusive environment.

The proposed Mission Statement reflects Purdue Fort Wayne's mission.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly agree (4)
-

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Mission Statement in order for you to Agree with it?

Page Break

Core Values:

The core values of Purdue Fort Wayne should define what we believe in and who we are. These priorities form the foundation for our work and how we conduct ourselves. Core values are not descriptions of our work or the strategies we use. They underlie our work and how we interact with each other and our external stakeholders on a daily basis. Our core values should guide our actions and behaviors.

Proposed Core Values:

- Diversity and Inclusion
- Engagement
- Excellence
- Innovation
- Students First

Note: the core values are further supported and defined by a series of "Expected Behaviors" that can be reviewed [here](#) (see page 2).

The proposed Core Values reflect Purdue Fort Wayne's values.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly agree (4)

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Core Values in order for you to Agree with them?

Referring to the "Expected Behaviors," are there any behaviors that you would add to these lists? Are there any that you would remove?

Page Break

Vision:

Vision communicates the future desired state (i.e., what the organization wants to become). Vision answers the questions, "Where are we going? Where do we want to be one year from now? Five years from now? Ten years from now?" It is an exciting, inspirational "word picture" that captures people's creative imagination and mobilizes their energy for the effort.

Proposed Vision Statement:

Empower everyone, every day, to improve our world.

The proposed Vision Statement reflects a strong vision for Purdue Fort Wayne's future that I support.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly agree (4)
-

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Vision Statement in order for you to Agree with it?

Page Break

Aspirations:

Aspirations describe the long-term focus areas for the University. They are typically long term (2-5 years) focus areas that the University needs to address in order to achieve its vision. Aspirations are ends that guide actions. They are typically not easily measured.

The Aspirations outlined below were derived from the data summarized in the [Discovery Report](#) and the input documented in the Strategic Planning Meeting [Summary Report](#).

Proposed Aspirations:

- Embrace Diversity and Inclusion
 - Enhance Quality of Place
 - Foster Student Success
 - Promote Community Engagement
-

The proposed Aspirations are appropriate focus areas for Purdue Fort Wayne's new strategic plan.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly agree (4)
-

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Aspirations in order for you to Agree with them?

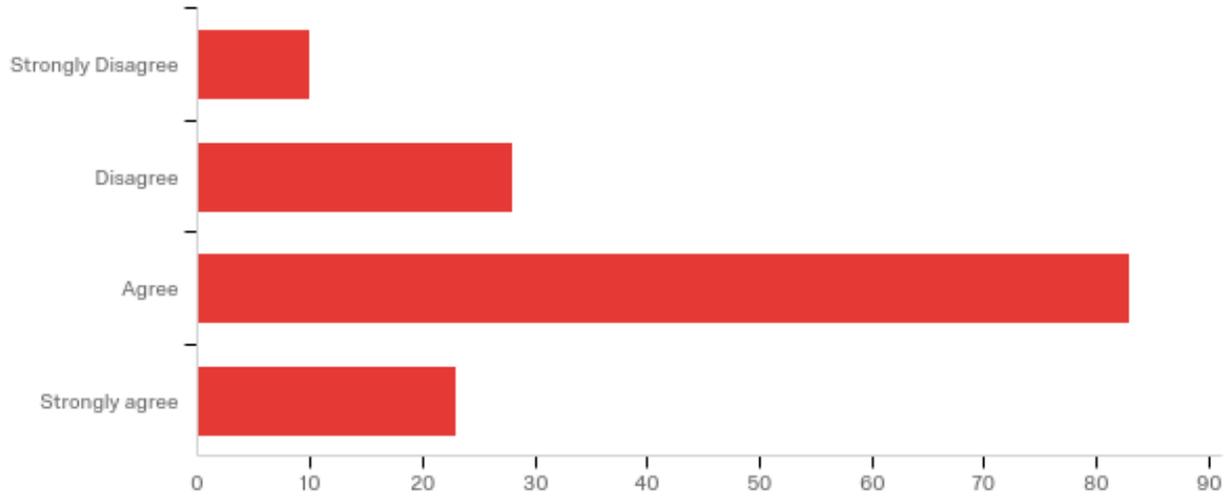
How do you think the university should define success in moving us toward accomplishing these Aspirations? Are there specific outcomes or accomplishments you would expect to see?

Please specify which Aspiration you are discussing in any comments you provide.

End of Block: Default Question Block

Appendix C: Feedback Survey Results

Q1 - The proposed Mission Statement reflects Purdue Fort Wayne's mission.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The proposed Mission Statement reflects Purdue Fort Wayne's mission.	1.00	4.00	2.83	0.78	0.60	144

#	Answer	%	Count
1	Strongly Disagree	6.94%	10
2	Disagree	19.44%	28
3	Agree	57.64%	83
4	Strongly agree	15.97%	23
	Total	100%	144

Q2 - Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Mission Statement in order for you to Agree with it?

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Mission Statement in order for you to Agree with it?

The proposed mission statement speaks to the many facets of communities both inside and outside of the University which we serve.

This is the strongest section of the strategy. I like the word cultivate as it displays a sense of both new growth and development. The word inclusive is not needed as it's not defined in the entire write up. It seems to be playing more to the political climate than having any substance. Inclusive.. I do not know of any policy that doesn't include a specific population. There are certain requirements to attend university such as high school diploma, academic honesty, attending class and failing to this may result in not being included. I certainly hope the university's mission is not to throw out rules to cater to everyone and lose credibility. Next, I do not currently see this statement reflected in practice. The only core part of every class seems to be a 7-10 page research paper. If we can transition from power point slides to open forum debate, we will

actually be able to "cultivate" a genuine thought from us students. Currently, I've been able to achieve a very competitive GPA which I'm extremely happy about, however I've been able to do this with flash cards and memorizing. If the true mission is cultivating discovery, innovation, and learning. Lets open class up creating discussion and debate following a research assignment. I've not had this once in class and I certainly think it would help with this mission statement!

I think that the mission statement sounds rather bland and general. I mean to say empty. It MAY allow for a lot of potential, but so would any collection of statements about general wellbeing, such as "We want good things for all people." Add specific points. One of the most specific points that stood out was the desire to to be aware of stakeholders' needs. In the same vein, please add more specific things to other categories. Under the point about Diversity/Inclusion or even Engagement, you should add the following: (e.g., international languages and cultures, collaboration across cultures) WHERE ARE INTERNATIONAL RELATIONS AND LANGUAGES GOALS IN THIS STATEMENT!?! Under current issues, you should add the following: (e.g., environmental stewardship/destruction, threat of nuclear war, rise of AI). Also, I am uncomfortable with the general statement about promoting risky behavior. It is too vague. If you mean to promote entrepreneurship, but you must state it specifically ... or do you mean to promote crossing the street without looking both ways first?

What's to disagree with? How is this different from any other university? I do not see anything particular to PFW here.

While the proposed mission statement expresses nothing objectionable, it misses an opportunity to extend these aspirations beyond what Michigan State U president Lou Anna K. Simon has called "our traditional values of inclusiveness." Simon wisely called upon regional campuses to engage these values with a broader "'world-grant' or global frame" (<https://goo.gl/F8zN41>). In many ways, much of what we already do embodies the "world-grant" mentality, but unfortunately, this mission statement fails to acknowledge what already is occurring, sometimes in spite of some of the smaller-minded attitudes about internationalization that have emerged during the strategic planning process.

The phrase "with purpose" seems both meaningless and a bit awkward. I'm not sure what the phrase actually means and it makes the sentence read a bit strange.

I would change the word "cultivating" to "fostering." "Fostering denotes developing and nurturing.

There is no mention of the need for our community to someday be the home to a research university.

The proposed statement sounds nice, however, I do not believe it is livable for PFW. I have been at the university for over 10 years and in my observations working on the academic side, we give lip service to innovation, but what we mean is others should be doing innovative activities. In no way do we believe we should have to change what we are doing in order to innovate (for example). It is one of the most disheartening things about working at PFW.

I don't consider our school to be inclusive. We do not properly serve our non-traditional and adult students. I think we have made amazing efforts to bring in younger students over the last few years, but it feels like it has been at the expense of our non-traditional students and adults who work during the day and need more flexible schooling. We offer evening and weekend classes than we ever have, and all of our student affairs activities take place during the day before the non-traditional population arrives on campus. I've spoken with a few adults who would like to be able to enjoy some of the same benefits as the day students, however the option is not there for them. To name an example: food on campus; many people would like to be able to get a free snack after working all day and coming to campus to stay out late and go to class, but we don't offer anything. We need to do a better job of remembering the other part of our student population, the people we have been neglecting the last four years, and the people who up until four years ago WERE our majority population.

"Inclusive", a great buzzword for recent times. Do we include some at the exclusion of others? Often.

Looks great.

The phrase "with purpose" makes a good marketing and billboard ad but it is a bit awkward sounding in a mission statement. Could a similar word be chosen, perhaps "intentional"?

too jargony - engage and cultivating are jargony edu-babble

This is an accurate while uninspiring statement. I think separating the mission from the context of the university as a metropolitan institution diminishes the emphasis on engagement with both community and students.

Covers our stakeholders and our service

As written, there is nothing mentioning the arts or culture.

Simple and adequate

I think we need more on how the university prepares students for careers and being engaged citizens. "discovery" and "innovation" can tend toward buzzwords more than meaningful statements.

'with purpose' doesn't really fit into the statement well? Also, re-order what we cultivate by priority.... We serve our students and communities by cultivating learning, discovery, and innovation.

It is just a fluff statement. It doesn't really say anything. How is any of that engaging our community? Maybe we need to add a "through..." and tell us how.

The "with purpose" part can be dropped, it is a positive and catchy advertising jingle but does not have enough clarity or meaning to really contribute anything to the statement.

we want more parking

This mission does describe what we do at PFW, but it could be the mission of almost any university. It doesn't help to highlight what makes us different and therefore why a student or employee might choose to be here versus elsewhere. I'd suggest putting learning first in the list to emphasize the mission to educate.

The elements of the proposed mission statement could reflect the mission, but eliminate "with purpose" because it doesn't add anything.

My only suggestion has to do with the flow of the statement. "With purpose" sounds odd where it is, though I like the phrase and think most people at the workshop liked it. Maybe "We purposefully serve and engage our students..."? I notice the "Who We Are" of "We are Purdue University Fort Wayne, northeast Indiana's comprehensive metropolitan public university" is not included here. I have an issue with that statement. I strongly encourage we either drop or explain the terms comprehensive and metropolitan, especially metropolitan. I'd bet that 50% of campus does not know what they mean, and another 25% don't know how they impact our work. And that's on campus. Prospective students will have no clue what they mean. Metropolitan, in this context, specifically refers to a legislative status, but that will be lost on most people. Fort Wayne is only metropolitan in the loosest, Midwestern sense of the word compared to other metro areas in the country, so it is odd to put it in the mission.

Communities seems like an odd word choice and makes me wonder what communities we're talking about.

The diction used is reflective of the current needs for high education to add value not only to the student but to the larger communities they serve.

I like that we are focusing on all students' life-long learning skills that will prepare them for new knowledge and skills. I was worried that we were too focused on the business model for fast graduating students.

I just do not like the word serve. Collaborate, partner, assist, etc.

Eliminate "with purpose" - not needed.

It fails to include the word "educate," which is what our business ultimately is.

Recommend shortening and simplifying: "We serve and engage our students and communities through teaching, innovation, and discovery." It's a LOT better than the one we saw during the Friday planning session, but it's still too fluffy. Sharpen the focus; cut the dead weight. Clear writing inspires.

I appreciate this draft of the mission. However, discovery and innovation in my opinion may be too close in meaning so it seems a bit redundant to use both.

Don't understand what "with purpose" means, don't think ambiguity has room in a mission statement. Our mission no longer has anything to do with educating?

Feels wordy/preposition heavy & de-emphasizes knowledge & degree programs.

The economic value of the student is the driving force of this university. It is cutting funding for majors and professors while focusing on areas that can increase the wealth potential of the university. Personally, I will be seeking other educational opportunities for the next 3-6 years because of the lack of availability. I intend on attaining a PhD. Which is to say, a Doctor in the Philosophy of a specific field of study. This university does not even have a Philosophy major, the oldest field of study, does not exist at Purdue University Fort Wayne.

It's fine ... doesn't seem to distinguish us from the other 5,000+ universities ...

"with purpose" doesn't actually say anything.

Add a phrase about preparation for life and careers.

Brief and to the point

The current version is probably accurate but is simply bland in my opinion. If we are using it to attract students, donors, community partners, etc. I question if it would excite them.

This is why we exist- for the students and the communities around us. The statement definitely reflects that.

I'm not a fan of the word "serve" in this context. We're an educational institution not a service institution. I think that service is a part of what the campus does for the community but that to make this the second word in our mission statement perhaps sends the wrong message to students and also to the community.

I do feel "inclusive" reflects our current situation but perhaps this is a proscription of future PFW. We shall see.

Should not a UNIVERSITY mission statement say something about EDUCATING

The emphasis on discovery and innovation is misguided. The mission of our campus could be/should be on other scholarly pursuits such as application of knowledge, integration of knowledge, etc. Discovery could be there as well, but I don't see it as our primary mission.

Seems to cover the necessary components

1) cut "with purpose" it's an advertising campaign (and one I happen to like). But, it will fade in a couple of years. It also sounds forced in this statement. 2) "cultivating" makes it sound like all the discovery and innovation are happening with students and the community. But it seems, if we are a "comprehensive university" faculty and staff should be engaged in discovery and innovation themselves whether or not the students and community are involved in it. 3) Also, let PFW keep "discovery" to themselves. This term assumes that all research is aimed at uncovering existing truths or realities rather than creating new ones. We will be creating new realities and understandings and "discovery" fails to capture that.

We serve no individual, but a higher truth. Our goal is to promote the expansion of knowledge and innovation in our communities and the world.

too limited; too narrow; too vague; implies inaction

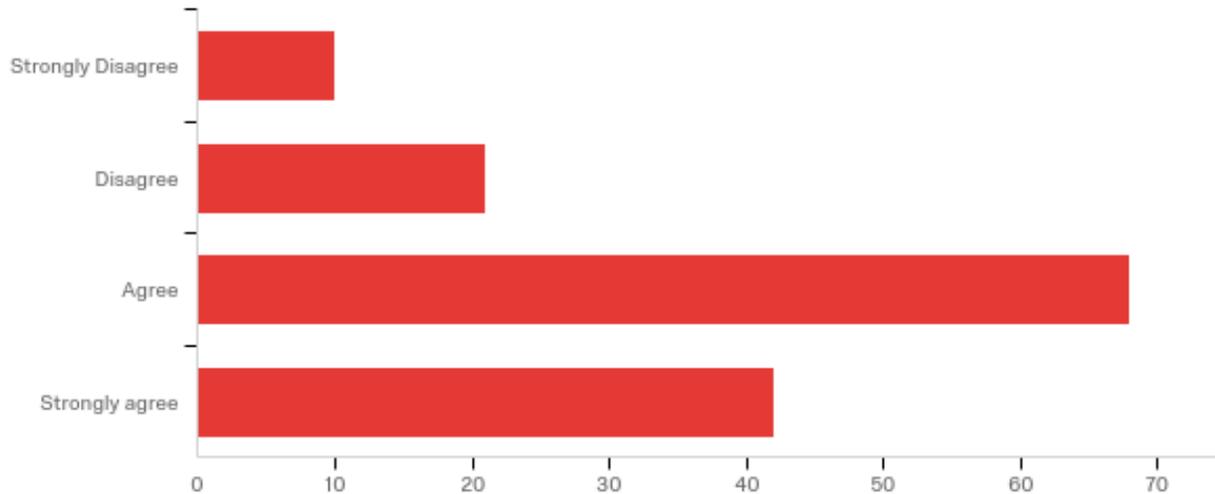
This statement does not say why we do this and despite what the consultants say there is a competing body of evidence that shows that mission statement need to address the Why as well as the What

Nothing of substance. Merely a boilerplate statement that would apply equally to a training program for any technical program. A university mission statement should state the purpose of a university the core of which is a liberal arts education.

If students are first, why are they listed last?

If you are a christian at the university or you support the republican party, then you are not welcome by the students and professors. So it doesn't reflect Purdue Fort Wayne's mission.

Q3 - The proposed Core Values reflect Purdue Fort Wayne's valu



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The proposed Core Values reflect Purdue Fort Wayne's values.	1.00	4.00	3.01	0.85	0.73	141

#	Answer	%	Count
1	Strongly Disagree	7.09%	10
2	Disagree	14.89%	21
3	Agree	48.23%	68
4	Strongly agree	29.79%	42
	Total	100%	141

Q4 - Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Core Values in order for you to Agree with them?

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Core Values in order for you to Agree with them?

We as students need more parking in order to get to class. Students first would be including that physical need.

These words, as well as the tone of the entire strategy, miss on a deeper level. The tone, as a whole, is the same as telling someone "thanks for all you do." On the surface you are saying thanks, but deeper down you're saying "the company is doing well and we want it to stay that way, what do you do again?" I find more substance in a value that is direct and specific and less unicorn and rainbows. What do you truly

value? Academic Excellence, Student Outcomes, Quality Faculty, Innovative Academic Process, Community Outreach. These are the ideas I would change. If I was attempting to be guided by the current values I would be asking myself too many questions. Innovative what? If students come first do I give everyone an A? If my core values is inclusion, does that mean ANY behavior or quality is acceptable? Who am I to engage?

Again, it is so vague. It MAY allow for something big to take place in the future, but it really does not inspire me. Will it inspire others?

Where is teaching/learning?

I am disheartened to see a lack of global/international focus in the values or in the expected behaviors based on the values. This oversight is significant; no university should underestimate the value of global/international awareness either in historical terms, our contemporary moment, or its importance in the future. Given the central importance of both providing an education to enhance the quality of the public, as well as to prepare students for their futures it is essential that global/internationalism be part of the cornerstone language of the university.

None of these values mention the necessity for this institution to grow into a university that offers students an opportunity to work with researchers. "Innovation" may cover this, but it seems overly vague.

We would need to remove innovation in order for me to agree with the core values.

I feel strongly that the Diversity and Inclusion value should include a reference to the importance of global/international understanding.

See previous note from mission statement.

There's that inclusion word again, and now diversity too. Any time we define each other through our differences we are only asking to be segregated.

Great.

Students first should probably be FIRST - even if you were doing this in alphabetical order. Diversity and Inclusion seem to be repetitive. We should be including something more international here - we are a major metropolitan area with enormous international businesses and cultural institutions. The Northeast Indiana Partnership has an entire section of their website devoted to international businesses. We have sister cities and other vibrant international exchanges and should be growing our international student enrollment. This is completely problematic to not have international as a core part of our Core Values. It makes us look parochial - even though higher ed institutions in cities like ours tout their international outlook

I think overall this is good.

These values are essential to our current and future tasks

I believe that diversity and inclusion should be removed because giving special treatment to one group will hurt others. Push equality for the smallest minority group there is, the individual. The identity politics are annoying, especially giving special treatment to people because they originally lived outside the United States first.

Put people at the top. Many employees are underpaid and overworked while others are overpaid without adequate accountability. People should come first - before bricks and mortar or excessive salaries for people at the top.

we want more parking

Learning seems to be not emphasized enough. I realize the expected behaviors of the core values mention learning but not to have that as a core value might lose sight of what should be our main mission. Also, even in the description of the core values, I only saw 3 references to learning and all 3 are more of a description of teaching than learning. Both are equally important! I think having learning emphasized more would help put things such as increasing enrollment in perspective rather than campus getting a feeling that numbers

are what's most important. For example, I don't think we want to increase enrollment by lowering standards in the classroom. We want to increase enrollment by having students learning more (probably due to a combination of academic and student support related changes), therefore pass more classes, and then graduate at higher rates.

Under Engagement, the sentence of the bullet point: "Promote a culture student, staff, and faculty participation in university activities, events, and decision making" is missing a verb. How about "Promote a culture that engenders...."

I think we have to be a student-focused university. I went to Purdue West Lafayette, and loved it, but I would NEVER claim that PWL was student-focused. Our focus on students really sets PFW apart from others. Each element discussed above is pertinent to the overall success of the institution. Once these values align with all stakeholders, they can effectively be executed.

Excellence is still a little odd to me. I guess it makes sense to say it, but it seems like something any place would want, and thus it doesn't have much value to our specific campus. But I guess as a regional campus, perhaps people don't see the education experience right now as "excellent"? I don't know.

It is important for us to remember that we focus on student success and we provide an inclusive environment and engage our community.

I think there has to be something on creative endeavor.

These are good enough. A few words feel a little tired or ambiguous. Excellence, I'm looking at you.

This list is one of the best things that came out of Friday's session.

I would list "Students First" as the first in the list.

It is my perspective that core values should reflect who we actually are, not what we want to become. These, from my perspective, do not reflect who we are... it is who we want to be. I think when it is something we want to be, it will be more words on a page vs. a true reflection of who we are.

I like these core values...however excellence and innovation seem to have a lot of cross-over. I would like to see responsibility or leadership with integrity listed as a value.

Diversity should not be a core value because, diversity should be a by-product of a successful institution that attracts all walks of life. Forcing diversity will only hinder inclusion by giving certain groups of people preferential treatment over others.

Where is our commitment to our faculty and staff in these values? If we are committed to these things must also be committed to fostering an environment that supports the staff and faculty that make them happen.

Excellent what (research, education)? Core values should contain some indication about high quality learning - not put it over int he expected behaviors. Also, order matters (even if you say "in no particular order") - put "Students First" first

Students First category is not the same type of category as the first four. In addition, putting students first is/can be a part of the other four categories. But because we want to emphasize service to and mentoring of students, I understand why it is a category.

This was the consensus of the group at the planning session

These are fine, though given we are an institution of higher education, I encourage the word "learning" to be added.

Every one of them is what we believe in

"Inclusion" if it means identity (being) is a social construction is provably in error.

Is the list in order of importance/most valued?

I do not understand why "global engagement", or some similar phrase with internationalization at its heart, is not among our core values. An education that does not make knowledge of the world beyond the US a

foremost value is a will be a disservice to students who need to succeed in the globalized world of the 21st century.

There is no connection to discovery as highlighted in the mission statement.

Where is the production of knowledge? Where is participation in the urgent intellectual debates and projects of our time?

Would you want to note "Students First" as the first item?

Students have overwhelmingly said in many surveys since years that they come to our institution primarily to advance their careers. These core values are those of faculty not students. Therefore, if we really want to put "students first" the first thing to do is to embrace their expectations in our core values

This applies equally to pre-K through high school. Again nothing of substance. Core values of a university should provide evidence of a commitment to interacting towards the purpose of a university education.

Same as previous answer.

I have taken many classes at this university, and in no way do any of the professors follow students first. I have seen the university on diversity and inclusion. If your a white christian, then you are segregated by the school and treated poorly. You core values do not apply to white male students.

Q5 - Referring to the "Expected Behaviors," are there any behaviors that you would add to these lists? Are there any that you would remove?

Referring to the "Expected Behaviors," are there any behaviors that you would add to these lists? Are there any that you would remove?

None that I can think of without the list becoming too long.

In excellence, I believe it would be beneficial to include. Perform research to determine and predict current and future needs in the job market and incorporate findings into classrooms.

Add something about international collaboration, international languages/cultures/politics. In my view, teaching skills like Conflict Resolution/Diplomacy and, perhaps even more so Collaboration, will be necessary for the survival of people all over the world, including here in the USA. We can add resilience and creativity to that list. These ideas are vague, so see my first statement for explicit examples of what to add.

I would add global engagement.

No additions. No deletions.

I would remove those under innovation because I strongly believe the university is not in a position to claim that as an expected behavior. There are very, very few pockets of people at this university who will be willing to change what they do in order to innovate. I have worked at the university for a long time and I see it all the time in my work - people do not want to change what they are doing. This includes faculty and staff.

I'd like to see something like this added: Appreciate the international perspectives of people, languages and cultures from around the world.

Under "Excellence": Empower faculty, staff, and students to embrace risk to pursue excellence. ---- I feel "embrace risk" is too vague. Being willing to try new things is good risk, but there are also bad risks (e.g. a student plagiarizing in order to pursue excellence).

I cannot understand why international engagement and international learning are not part of the behaviors associated with Diversity and Inclusion. First, diversity and inclusion seem to tap the same thing.

Excellence behaviors are pretty vague. "highest standard" sounds nice but functionally might hold people to unattainable goals, especially when imposed from others. Engagement should more directly reference businesses and organizations in the region. Seems to be typo in "Promote a culture student, staff, and

faculty participation in university activities, events, and decision making" Probably should have an "of" after "culture"

Challenges are approached through collaboration and cooperation focusing on creative and effective resolution

we want more parking

I am highly concerned about the narrow breadth of external stakeholders we are attending to the needs of. I am also concerned about the short sightedness of those stated needs. I would like to see some sort of engagement with those external stakeholders which allowed us to show them the full value of a truly comprehensive liberal arts education.

Maybe add something about institutional/administrative support for faculty who engage in innovative research/teaching and/or collaborations with the community.

I know morality cannot be decreed, but I would like to see personal integrity and conduct included in our core values.

Diversity and Inclusion should include a commitment to a diverse staff/faculty. Overall area feels vague/weak. Engagement should focus on engaging students/faculty/staff above the community one in the first line. Again, word communities is odd. Innovation and Students First sections are really strong.

The list is comprehensive, and I would not add or remove anything.

Stewardship is not covered. That is a pity. I think students might not realize how important that is for their learning and development.

Whose behaviors? That is the biggest question. Also, behaviors is an odd word to me for this. It is not really behaviors. Really it is expected conduct or performance?

We do a horrible job of retaining high-quality employees. The pay here is NOT competitive. Hopefully that will change...

n/a

I like these core values but the explanations accompanying them do not promote transparency, trust, or integrity which are essential in redefining both morale and pride in the institution.

I would remove the diversity section. Diversity should not be a section because, diversity should be a by-product of a successful institution that attracts all walks of life. Forcing diversity will only hinder inclusion by giving certain groups of people preferential treatment over others.

Remove students first. It does not coincide.

It seems we would expect the behaviors that demonstrate a clear commitment to the positive work environment necessary for the core values and a supposed core value itself.

Foster international and global awareness

Nope

No. And no.

Maybe add to engagement- "serving the community" or "involved in the communities around us"

We live in a highly globalized world and I think PFW is well-positioned to promote excellence in this area. I think this could be emphasized more. For example under inclusion, slightly altered language to: "Foster multicultural and multilingual experiences."

Not add or remove but add language about fostering success for students, especially in their first two years.

Under "Expected Behaviors" - Students First - I would change where it says "Foster a campus environment dedicated to the growth and well-being of the "whole person". Maybe this should this say "Individual", instead of "whole person" ? or maybe even "entire person".

How about the first Amendment protections should be expected? How about individuals are expected to be responsible and that we do not lie to cover-up bad behavior?

Create an environment that is welcoming and respectful to all, both within and beyond the classroom Could add: to include actions by administrations, staff, faculty, and students (to indicate that there are expectations of students as well as us)

Under the core value of Engagement, the expected behaviors are not focused. This is because the core value of Engagement is being used in different contexts, e.g., community engagement, engagement with students/staff/faculty, collaboration with others. This is confusing.

No

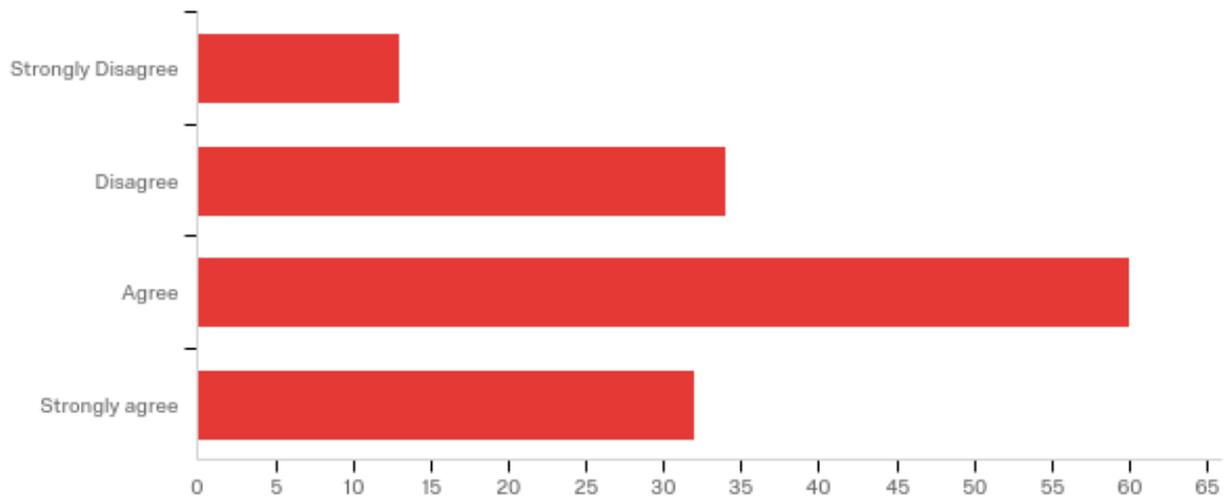
If we are going to list these expected behaviors, then we ALL need to focus on them and try and live by them. This should be done on a daily basis, not just when things are going well or when we get enough sleep. All the time

Strive to help students achieve their career goals

Eliminate the list would help.

Community: the development of friendships, meaningful relationships, and teamwork between faculty and students

Q6 - The proposed Vision Statement reflects a strong vision for Purdue Fort Wayne's future that I support.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The proposed Vision Statement reflects a strong vision for Purdue Fort Wayne's future that I support.	1.00	4.00	2.80	0.90	0.81	139

#	Answer	%	Count
1	Strongly Disagree	9.35%	13
2	Disagree	24.46%	34

3	Agree	43.17%	60
4	Strongly agree	23.02%	32
	Total	100%	139

Q7 - Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Vision Statement in order for you to Agree with it?

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Vision Statement in order for you to Agree with it?

What about "empowering"

I feel this is lacking focus. This vision can apply to almost any organization.

Another high miss on the tone of this statement. It's very cliché to "change the world." I could see this as a good miss USA pageant answer. This is not to be insulting, just to show an unbiased reaction to the tone. How is PFW going to empower people in Malawi who don't have a home let alone an opportunity, like we have in the USA, to learn. Every day except holidays and during breaks. Again, it's not meant to be insulting it just has to be achievable in order to have any rhetorical appeal in my mind. Empower our community by cultivating innovative, highly skilled individuals today and for tomorrow. That would be something closer to earth that would hit me in the motivator.

I like it. The use of "empower" should be a charge for our community of staff, faculty and students to "Do All That They Can" to help others accomplish their goals. Thereby, in essence, the one who assists another is also changing the world.

Sounds like an empty slogan, Why not "Carpe diem!"? These words are what the university I went gave to my entering class as a slogan. "Hurra!" or "Go Mastodons!" might work well, too. I do not mean to be crude, but empty statements all too often lead to nothing.

This is just jargon. Ask your adjuncts or part-time students how empowered they feel.

I would better define world, along the lines of something like this: "Empower everyone, everyday, to improve our globally-connected and interdependent worldwide backyard."

This sounds like boilerplate, nonsensical, corporate pablum.

I feel this vision statement is weak and vague. It is not inspiring. It seems like it could be connected to anything. I feel the vision should be more specific and more engaging. Something we can all get behind and feel we are striving forward to achieve.

I love this vision statement but it's not realistic for us. Who is the empower everyone? Faculty and staff? We are not able to empower anyone on this campus as we are a bureaucratic nightmare. And then you add PWL on top and that adds another layer.

I don't object to anything it says, and I like the emphasis on improving the world, but it is perhaps a bit too generalized.

See first note. We are not empowering everyone when we ignore a significant part of our students.

Sorry, this vision feels too broad --like we are trying to be everything to everybody all the time so there can be peace on earth. I'm not sure this vision could be measured? Our vision should have something to do with PFW being the best at its main purpose for existence: Learning

I like it but I think it should also include something about education, after all, we are a university.

jargony

It does align with our current branding strategy which is great. However, I fear it sounds simply like a sales pitch rather than communicate a desired state.

improve our community and our world. Local then global.

The statement seems too vague

It is very vague and it is unclear what empowering means.

...to improve 'the' world.

I, again, feel that it is a short fluff statement. Add a "by..." or "through" and an action!

If you are going to make this vision statement you have to be prepared and willing to carry it through - to implement it with empathy and fairness. If you don't, it is only words to appear good. Do good also.

we want more parking

It's nice, should be something we strive for. However, similar to my comment about the mission, this could be the vision of most universities - and in fact many non-profits or companies not affiliated with higher education. So this doesn't even clearly identify us as a center of learning.

It fits the values. The wording doesn't hit me well.

It's SOOO vague. Everyone? Who is that? Every day? Are we working every day or will people be empowered so that they can make changes every day? This really doesn't say anything to me.

You can't "empower everyone," and "improve our world" seems vague. Instead, I might suggest: "Empower every student, every day, to improve our world through education and the pursuit for knowledge."

Improve our world is a little broad and sounds a little silly to me. Empower people is nice.

I love the word "empower". For now, our community is still struggling. We definitely will be at a better place if we work together. I love that everyone will be empowered, including our faculty and staff.

Seems trite. Empower our students, faculty, staff and community members to improve...

What does that even mean? It's very generic - doesn't really say what we want to be. We do not feel empowered at all - how will that statement change how we operate?

This is too vague. I have no idea what business we are in based on this vision statement or how we measure and achieve this. Architectural firm? Counseling? Business coaching? It could be any of those businesses and many more.

Reword: "Empowering every student, every day, to improve our world." If our value is "students first" then our vision should start with them. Yes, we impact our community and region, but that impact starts with our students. We MUST stop trying to be all things to all people. It's been a millstone around our necks for far too long. We need to FOCUS.

I like what the vision statement is intending to convey, but the wording seems too simplistic to be used in a vision statement.

This is great, but what are we doing to empower everyone?

This comes across as very flowery language. I would like to see something more practical and in line with who we are. Also, it would be very difficult to quantify the word "empower". I think it should be something along the lines of provide a quality, applicable education to those in our region.

This does not say where we are going. Nor does it define "our world". Is this the region? The state? Or a philosophical attempt to define where higher education fits in the public sphere. A vision is not inspiring as a cliché.

Purdue Fort Wayne, is a state run school so the main purpose is to improve Indiana.

The acquisition of wealth is the drive for students. They come here for an education to improve their value.

This is very noble and I love the "empower" ideal but it is also way too broad, particularly "improve our world."

The vision could apply to any organization: Nonprofit, corporate, hospital/health care, etc. How can we keep it fairly general but make it more specific for a university? Let's get concepts of knowledge, education and students into statement. Here are examples from other universities: --Empowering Students. Creating Knowledge. Engaging Communities. Shaping Our World. (Cleveland State U). --Syracuse University aspires to be a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society. Our World.

It should be more specific

Too vague...what does empower everyone mean...and who is everyone.....that is not realistic.....

Empower everyone, every day, to improve themselves and their world.

There needs to be something more that indicates the future like "our CHANGING world" to reflect this movement.

I support the sentiment, but I think it is very much a draft and not a final version.

Perhaps including empowering everyone to improve their own world and "our" world too?

Help to make the world better place for everyone who makes responsible choices for others and themselves, and not worrying about who gets the credit.

Would it make more sense to improve: our selves, our communities, and our world

How? Too vague.

Very broad and lacks sincere substance... and reads like a fortune cookie.

So broad as to be vacuous.

This vision statement is circular. Who is "everyone" and isn't everyone just us, so then why are we empowering ourselves to do something we could just say we do? Just say that our vision is to improve the world. After that, though, the statement still needs work. It is too vague. Improve the world?! How? We want to improve the world through expanding knowledge, wisdom, and innovation, and fostering dialogue, debate, and discussion. IMHO.

could you be any more vague? These are buzz words that lack any expectation of actual intent

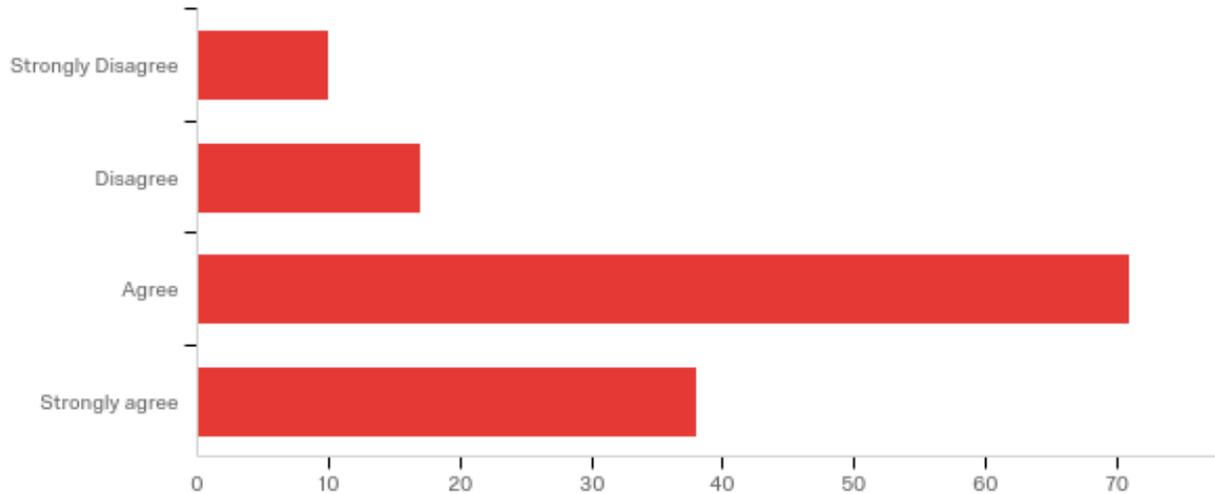
This is more pap. Provide something resembling what a university is supposed to be about.

Just a platitude.

I have been at this university for 4 years, I don't feel empowered by anyone.

This statement entails vague, high-sounding words. It sounds more like a slogan than depicting a vision. How to "empower everyone" specifically?

Q8 - The proposed Aspirations are appropriate focus areas for Purdue Fort Wayne's new strategic plan.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The proposed Aspirations are appropriate focus areas for Purdue Fort Wayne's new strategic plan.	1.00	4.00	3.01	0.84	0.70	136

#	Answer	%	Count
1	Strongly Disagree	7.35%	10
2	Disagree	12.50%	17
3	Agree	52.21%	71
4	Strongly agree	27.94%	38
	Total	100%	136

Q9 - Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Aspirations in order for you to Agree with them?

Please explain your answer. If you answered "Disagree" or "Strongly Disagree," what would need to change about the Aspirations in order for you to Agree with them?

Aspirations require action to be taken by a group. If we are to be successful in fulfilling an aspiration it cannot be an abstract idea, it must be arousing and captivating. At the top of this list is diversity and inclusion. I get it, in such a political climate these are hot topic media words that get free advertising on TV, but I doubt it's a current problem at PFW. If you are aspiring to support diversity and inclusion it means we currently are not supporting diversity and inclusion. If University, at it's core, is an institution for learning shouldn't the first aspiration on the list be related to student outcomes? Wouldn't a better quality to enhance be quality of process? Aspirations may be difficult to quantify, but I would suggest there needs to be some objective measure to know if you're successful. You cannot quantify diversity, you can only quantify lack of diversity which will most likely be dealt with by civil rights laws and not a University's aspiration. Quality of place is broad and I'm not sure what it means. Nicer signs? better places to study? safer walkways? cool and more alluring steel structures? Wouldn't quality of process be better and more in line with what a University functions as? How are classes being taught? are we making classes accessible to

the entire community? Can people work and go to school? Do we purposely make people think? what is the process for inspiring a real thought? A place is a structure, a process is how we function. If our business was a car that needed to drive through many different climates and terrains I would not try to improve the paint job, seating, radio I would improve the tires, suspension, and engine. If our business was a University I would not improve the signs, sconces, and scenery I would improve staff quality, process, and access.

Again, the words sound so commonplace. They are not bad, in and of themselves, but many of us might easily think, "but haven't we always done these things?" What is new here? Is it just about branding?

The aspirations should include something about promoting a more globally connected region.

This sounds like the goals of a religious organization, not a university serious about establishing a research hub in this region.

The word "education" doesn't show up on this list. In general, it feels like there should be more of an emphasis here on the intellectual growth of our students, the creation of knowledge, education in general. I don't object to these bulleted points, but it's a question of what's absent.

I feel an aspiration should be engaging students with campus life.

"Diversity and Inclusion" again?

Again, I feel learning should be at the top of this list.

I would add maintaining a strong liberal arts education.

International international

Quality of Place is rather vague.

These all seem to be quality aspirations

Forget the diversity garbage. If you seriously want to help with that then allow more clubs and groups about people with different ideas, don't force these ideas down the collective student body's throat.

Fostering excellence should 2

Enhance Quality of Place Not sure I understand what that means and if it will resonate with anyone outside of university-speak? Quality of place means 'stewardship' or what exactly?

1. Again, include people. Most specifically, equity for people. 2. Include ethics. Our former chancellor and a former senator involved with PFW engaged in some highly unethical behavior. 3. Truth. Publish the pragmatic truth, not just 100% positive accomplishments as is currently being done. That's propaganda to look good, not reality.

This list should say more about faculty research

we want more parking

The wording of student success here has more of a sense of including student learning than the core values did even though it isn't mentioned specifically. The report mentions that aspirations are hard to measure. Similar to writing course objectives it can be hard to pick the best verb. "Embrace" seems not quite strong enough to me but I can't think of a better option right now. I like "Respect diversity" but that doesn't go as well with inclusion. Maybe someone else has a great idea!

Quality of Place is a good one.

Good aspirations - hope we can achieve them.

This actually works.

We can all get behind those.

There needs to be an additional area of focus: treat adjuncts with more respect and pay them what they are worth.

"enhance quality of place" is not clear to me; place as in campus? as in FTW? Education and scholarship are only reflected in student success in this list, and feel absent.

The only aspiration should be Student Success, that is what the soul purpose of this university.

Prune curriculum lacking in potential monetary value.

Add education and research aspirations.

no comment

I definitely agree with needing to promote community engagement.

This is the third time we have the some variant of the phrase "diversity and inclusion". It is becoming apparent that is more agenda-driven than it should be and less about creativity and merit-based activity.

One of our proposed aspirations needs to be international engagement. The only mention of global awareness in the document, from what I can tell, is as an objective or strategic activity. But the relationship between an objective or strategic activity and our proposed aspirations is not made at all clear in the document. Moreover, international engagement is so primary to any reasonable 21st century education that it should be a highlight of the document, not relegated to a brief mention at the end of it.

Nothing in the aspirations is related to discovery or innovation, yet those are mentioned in our mission. While I don't completely agree that discovery or innovation should be our main focus, if they are our mission they should be addressed in our aspirations.

What is included in quality of place?? This phrase does not explain itself clearly

KNOWLEDGE PRODUCTION is missing. As an institute of higher education our first responsibility to society is to nourish and replenish the human search for wisdom. The aspirations listed here are driven by knowledge production. You can have none of those without people and institutions that seek out, produce, and debate knowledge.

"embrace" "enhance" "foster" "promote" are not measureable. At this point, I would have to conclude that all of this is simply giving lip service to look good on paper.

The aspirations of the university must align with the aspirations of our students. While one may argue that student success addresses this, I feel this is not specific enough. Once again these aspirations are those of faculty and this is the problem. As faculty we are employed to serve and institution's and not serve ourselves.

Don't see any of that at this university. It sounds all good and all, it just not practiced.

I'm not sure what "enhance quality of place" means?

Q10 - How do you think the university should define success in moving us toward accomplishing these Aspirations? Are there specific outcomes or accomplishments you would expect to see? Please specify which Aspiration you are discussing in any comments you provide.

How do you think the university should define success in moving us toward accomplishing these Aspirations? Are there specific outcomes or accomplishments you would expect to see? Please specify which Aspiration you are discussing in any comments you provide.

Without proper support to the custodians and maintenance staff, the facilities will continue to deteriorate. Having facilities that don't look well cared for will work against our recruiting and retention of students and faculty.

see first comment as it addresses this question.

Although not easily measured, we should just ask (survey individuals) as to if improvement in these areas are being seen, felt, realized. For we are truly fighting against our community's impression of being lacking in these area. Embrace Diversity and Inclusion Enhance Quality of Place Foster Student Success Promote Community Engagement

For me, Diversity and Inclusion and Engagement are perhaps the most important aspirations. We need to face present-day issues head on, in my opinion. We should be listing a few more specific points (e.g., climate change, international understanding/diplomacy, work / financial wellbeing and sustainability). It is possible to make things too specific, since it may not allow for quick shifting of foci whenever necessary, but I just wonder about whether we are planning to achieve anything.

I would like to see specific outcomes and accomplishments tied to curricular objectives that embody aspirations like diversity and inclusion, internationalization, and community engagement.

For "Embracing Diversity and Inclusion," I would define success as creating an environment where every single member of the university community will see some aspect of their own experience in our programs.

I would like to see the establishment of graduate degree programs that encourage and fund original research.

I just feel that the default at the University should not be "No, we can't do that" or "No, we have never done that". But, instead, "Yes, that is a great idea. Let's figure out how to make that happen."

I think the aspirations are sufficiently vague as to have many different outcomes. For example, on Quality of Place, that could mean an atmosphere, the degrees and certifications of the faculty and staff, and the buildings themselves, among other things. I would like to see all of them addressed. Each one of them could then, of course have many sub-points.

Internationa International International

What does Enhance Quality of Place really mean?

Foster Student Success - above average student job placement or satisfaction with degree 5 years after graduation

In order too enhance quality of place: pay equity amongst staff, building/facility maintenance/upgrades and cutting edge technologies should be heavily invested in. The arts should be promoted much better and expanded in order to foster more community engagement.

Embrace Diversity and Inclusion: See more diversity in faculty and leadership positions Enhance Quality of Place: Not sure what this means, not to be too literal, but we need more greenspace and environmental care; less plastic, more focus on environment Foster Student Success: Currently doing IMO Promote Community Engagement: Need stronger, easier connections with high schools (we need vans and/or busses b/c that seems to be a huge barrier to connecting with students, their teachers and schools).

More partnership with the community. Pay employees more and hire more so we may some day accomplish the aspirations.

Quality of place should include competence of employees. It's demoralizing to work under an employee who just doesn't have what it takes.

Quality of Place: To be recognized as the model work and educational institution.

People: Pay the highest paid employee no more than ten times the lowest paid employee. Pay employees more than minimum wage. Do not require highly qualified individuals to clean their own offices while others are reaping huge salaries. Note for next question: I would be glad to work on a planning team as my heart has been with PFW since the seventies, but not for free. I cannot afford to be, and do not choose to be a philanthropist for our University.

we want more parking

In general use data. Most importantly, use multivariate statistical analyses. Much of the data that the university presents often focuses on one variable at a time and then makes changes in services/policy based on that analysis. We're working with much more complex situations that really need to be explored taking into account multiple variables if a true solution is going to be found. Also, probably data that is not easily obtainable (e.g., not just test scores, teaching eval ratings, EFCs, etc.) but would be very informative.

Embrace Diversity and Inclusion- Increase efforts to recruit international and out of region students. Scholarships that are specifically set up for this could help these efforts. Currently many of our scholarships hamper those efforts by restricting recipients to our region. Enhance Quality of Place- I would like to see an increase in investment in the arts and humanities as well as any major that enhances quality of life. Access to arts and humanities increase perceived quality of life as well as help to stop "brain drain" Foster Student Success- Retention and Graduation rates are classic measures of this, but departments need help to foster these outcomes. Classic modes of teaching may not be best for all students. Some may require in depth and innovative methodologies. Promote Community Engagement- I would like to see a two-way street rather than just external stakeholders making demands. The community needs to understand that we are not the enemy and that we offer it considerable wealth of knowledge.

"Enhance Quality of Place" I would expect that administrators would not tolerate any form of incivility among employees.

Quality of place will be tough to measure, but I think it should involve a lot of feedback from faculty, staff and students and on a continual basis.

Increase diversity of faculty, staff, and students to more closely match Fort Wayne demographics (or at least Allen County). The campus feels isolated from Fort Wayne. We need more options for students within walking distance. The footprint worked as a commuter campus, but not as a residential campus that we are becoming. This would help with quality of place and community engagement.

Enrollment numbers will show if we are embracing diversity and inclusion as well as quality of place. Graduation numbers will answer the question are we fostering student success. Numbers of projects in which we partner with the community will show any changes in community engagement.

Embrace Diversity and Inclusion - attract and retain diverse staff and students Enhance Quality of Place - better facilities, i.e., labs, library, study areas Foster Student Success - more individualized/small group engagement to address potential issues before they escalate Promote Community Engagement - more partnership with local businesses or online businesses

community engagement - there needs to be some presence for the University downtown.

For student success, we need to address the quality of teaching, especially the large enrolled gateway courses. It is in those classes that students need more support. It is, unfortunately, often the new faculty or instructors got assigned to those courses. For Enhance Quality of Place, we also need to have a procedure in place to review job responsibilities and workloads.

1. Embrace diversity - The campus should match the diversity of the city/region both with students and with faculty/staff. Faculty/staff are different categories. 2. Quality of place - To me this implies looking at the quality of education, the quality of the facilities, the quality of services. Facilities need to be designed to promote collaboration and learning amongst students. Not being an airport (thinking kettler here). Secondly, quality of education means that faculty know modern methods of instruction that have been demonstrated to improve student learning.

Quality of Place: This is the one that leaves me a bit hazy. Are we looking at the built environment (do we invest in renovations, new buildings, better parking lots) or is this something else?

Student success -- DRAMATICALLY improve advising, tutoring, and mental health support.

With regard to student success - Student satisfaction, employer satisfaction, student accomplishment. Quality of place - employee satisfaction, student satisfaction.

Enhancing quality of place

Any type of measurement should be quantitative in nature. Every administrative department and school/college should incorporate these aspirations into their own area's vision so that a consistent culture is created that is conducive to students and employees.

The university should measure success by finding the average R.O.I for each of its degree programs. Then to improve, cut the degree program that the state is losing money in.

A sign that we are reaching these aspirations would be an increase in faculty and staff pride in the institution, satisfaction in their work, and greater participation in campus activities by faculty and staff.

Embrace diversity and inclusion: Include international exchange programs for students and faculty; organize cultural immersion programs;

Quality of place - we have an understanding of the contributions that each person/position makes, those contributions are valued, those contributions are reasonable (they are not reasonable now) Foster Student Success - we continue to acknowledge and reward high quality teaching and commitment to teaching improvement

There should be measurable outcomes to define our success such as: Enhance Quality of Place - decreased employee turnover and increased longevity Foster Student Success - employment rates for graduating seniors; student retention and graduation rates Promote Community Engagement - rates of alumni participation and contributions increase; number of corporations, school systems and other community partners collaborating with university increases Enhance Diversity/Inclusion - increase minority representation on campus both staff, faculty, and students; students with special needs have increased enrollment and graduation rates

For promoting community engagement have videos filmed of sporting events, clubs, etc. to show students what it is actually like when you are there. Students will more likely participate in their community if they are able to see what the experience will be like.

The university should see and measure its success not just quantitatively but also qualitatively. Student/faculty experiences are important, and both if they say that they enjoy what they do at the university, this is a great indicator for the university success. Focusing more on stories from individuals as well as departments/colleges/schools would be critical.

Diversity and Inclusion requires full engagement, language and visibility that starts at the top and runs throughout the university. Also, we have cabinet level titles (Vice Chancellor) for finance, administration, academic, students, marketing, etc. Given the organic nature of this aspiration, it should be reflected in the university's infrastructure at that said level.

In fostering student success, it's important for each student, with assistance from Advising and the academic departments, to define what success for him/her is and not an unrealistic goal (such as everyone graduating in 4 years, taking 18 hours due to banded tuition).

"Embrace Diversity and Inclusion". We have a diverse culture in Fort Wayne with lots of different groups. It would be great to find more ways to enhance or raise the status of the university by making sure we are recognized for that inclusivity.

promote community engagement: we should do better at bringing the community on campus and seeing what we have to offer. Work along side other organizations on featured events and partner with community leaders to engage students so they stay in our area.

That ... "we will be able to speed up that day when all of God's children (Yeah), black men (Yeah) and white men (Yeah), Jews and Gentiles, Protestants and Catholics (Yes), will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! (Yes) Free at last! Thank God Almighty, we are free at last!"

Knowledge of the broader world through international content courses and language studies (both fostering student success and embracing diversity)

Promote Community Engagement -- For our campus to be a leader in community engagement, it needs to be better understood, supported, valued, and rewarded. 1. Education needs to take place. 2. Administrative structures and programs need to be built. 3. Sufficient funding needs to be allocated. 4. Appointments, and then P&T, needs to reflect this focus. Foster Student Success -- Need to clearly and succinctly define student success. Then reward departments and units that help to make students successful.

KNOWLEDGE PRODUCTION is missing. As an institute of higher education our first responsibility to society is to nourish and replenish the human search for wisdom. The aspirations listed here are driven by knowledge production. You can have none of those without people and institutions that seek out, produce, and debate knowledge.

Provide high quality education that embodies diversity and student success in an educated environment by offering students the most opportunities in both the classroom and possibly the opportunity for them to gain experience in the work force while in college.

I think a quality education refers to students who earn a degree and are then employed in their goal career.

Foster Student Success - Professors need to care more about the success of the students. Also, need to also evaluate professors every semester on their teaching and lectures to ensure that they are engaging students.

Foster improved mental health: by improving mental health for individuals and mental health awareness to best improve and maintain health

Appendix D: “Share Your Voice”

Note: Any references to specific individuals have been redacted.

Submission 1, January 27, 5:22 p.m.

I appreciate the work the strategic planning group has done so far especially the depth of information disseminated across campus at each stage. Personally I don't have any 'problems' with the current draft version of the mission but it comes across as generic; it could be the mission for almost any university. If community members read that mission/vision (without the 'who we are' portion), I don't know if they'd be able to identify whether the mission was from PFW, St. Francis, Trine, Indiana Tech, etc. Of course some similarity of missions would be expected among universities but this one doesn't do much to set us apart.

One common theme to emerge from the strategic planning process is that everyone on campus is focused on students. However, I don't see that coming through as strongly as it could in the mission and vision. When I read the mission I do get the sense that learning is a focus, but hasn't it always been? That is, it's not clear to me how the proposed mission/vision is moving us forward in a way that is substantially different than our current mission.

It is well known on campus that enrollment is one of, or perhaps the, biggest concern and weakness of our campus. Unfortunately, what gets talked about far less is why enrollment is a problem. The answer is probably very complicated, but I think avoiding having that conversation as part of the strategic planning process is a missed opportunity to shape the mission/vision of PFW in a meaningful way. Identifying how we as a campus want to increase enrollment seems like it could have shaped our mission/vision/aspirations moving forward.

For example, in terms of admissions, if as a campus we decided to remain a largely open enrollment university with a near 100% admissions rate, that would shape our mission in a way that suggested we aim to provide the opportunity for/access to college education to students who might not otherwise have that opportunity. This would mean many admitted students might not be as prepared as we would like, but if we identify that as part of our mission then the discussion could switch from whether we should admit those students to how we can help those students succeed.

In terms of graduation rates I think it's very important to have meaningful discussions about why 70% of students who enroll do not graduate. The percentage of students who do not graduate is so high that it's hard to imagine there's not at least one new thing everyone on campus can do to improve student success - but we might not know what that one thing should be. I would venture to guess that most people think they are doing everything they can, but what that might mean is they are doing what was successful when they were a student, or they are doing what they were told to do, or they are doing something they read about/saw at a conference - all of which may or may not be something that is appropriate for PFW students in 2019. The answers to these questions should to some extent influence what our mission/values/vision are and should greatly influence what our aspirations are. For example, if we as a campus decided to move more toward focusing admissions on traditional students (in terms of age and also academic preparation) then we might not need to change much in terms of what we do regarding teaching and advising because what we do might work very well for traditional students. Basically the question is, do we want to improve graduation rates by changing who we admit or by changing what we do once those students arrive on campus. That to me is an essential question that should be part of the strategic planning process.

It is possible these conversations will occur as specific objectives for the Foster Student Success aspiration are either developed or implemented, however not having them first and incorporating the decision as part of the mission could lead to students not being as central to the mission/vision as they should be. I also think it is very important how the conversation about who

our students are is shaped. For example, if faculty/staff are asked whether admissions standards should increase it's likely a lot of people would say yes, of course! But if you ask whether PFW should be a place for students to get an education that will break the cycle of poverty, or be a place where a single parent can earn a degree, or a place where students who can't move outside of Fort Wayne can earn a degree with all the experiences they would get at a flagship university the answer would probably also be, of course! The sooner in the process the entire campus is involved in an honest discussion about why graduation rates are so low, the more likely the process is to result in a strategic plan that everyone on campus feels motivated to work towards.

Overall I think the strategic planning process is an ideal time for us to tackle the biggest problems on campus, one of which is the extremely low graduation rate. However, instead of doing that I feel we've jumped to identifying buzz words to put into a flashy mission/vision. I don't know exactly what [a faculty member] was thinking of when he expressed his frustration during the large planning day, but I know that I too was concerned we were straying too far from focusing on our main purpose, student learning. I think everyone would agree there are things on campus that could be improved but what I don't see yet as part of this process is anything that is going to "change the conversation" on campus moving forward. While that might occur when developing objectives, a substantial change and wording of our mission/vision that is unique to PFW might more directly and clearly change the conversation and in turn the future outlook for campus.

Until I went to submit this I thought I'd be able to submit anonymously (maybe I missed that option). I am still submitting but I am not looking for a response. I just wanted to express my views on the process as I see it. If future steps of the process will address those concerns, that's great and I look forward to seeing that as the process moves forward.

Submission 2, January 29, 9:07 a.m.

I was not able to attend the last open forum, but I've just taken a look at the "Expected Behaviors" document and I wanted to say that I believe strongly that in the category of "Diversity and Inclusion" there needs to be inclusion of internationalism. In order to truly foster diversity and inclusion on this campus, I believe that we need to promote international awareness/global responsibility.

Submission 3, January 29, 9:29 a.m.

Dear Committee,

Based on "Diversity and Inclusion" concept, I suggest that you include the understanding of a world-view for our students or international students coming to our campus. Something like global awareness or experience. Thanks.

Submission 4, January 29, 10:06 a.m.

I'd like to share my thoughts on the importance of offering NE Indiana students the opportunity to master foreign languages. At a time in which our region is growing and welcoming those from backgrounds not traditionally those of the midwest, it is increasingly important for students to learn tongues not their own. Learning a foreign language increases not only cultural awareness--a core value of PFW--but strengthens students' ability to use their intellects in new ways: it asks them to rethink their own grammar (thus reinforcing it); it improves their memory (a necessity in a digital age as we attempt to protect what is human); it strengthens their analytical skills (when they translate literature at an advanced level). At its most basic, the study of foreign languages (Spanish, Japanese, Arabic, French, German, Latin) offers students the chance to excel in their lives and work in the future. Please enrich and protect our foreign language programs.

Submission 5, January 29, 11:37 a.m.

I appreciate the breadth of inclusion that the strategic planning process has had as well as the opportunity to share feedback via this portal. I think it's very clear that there has been an effort to choose core values that will cut across the various units on campus. However, I do have some comments on the High Level Strategy Draft.

My main focus here is the pathway between the Core Values and the Vision Statement. The vision is to "empower everyone, everyday, to improve our world." I like this quite a bit both because it emphasizes that our region is already connected to the world and that our graduates, regardless of profession, are likely to interact with people who have cultural or language connections to places outside the United States. Improving our region has direct effects on improving the world, and this happens through the everyday activities of our students, faculty and alumni.

If our vision is going to be achieved by the aspiration to have "global awareness" shape our embrace of diversity and inclusion, it stands to reason that "global awareness" should be included in the expected behaviors of our core values. As the document indicates, Core Values "underlie our work and how we interact with each other and our external stakeholders ON A DAILY BASIS."

The vision is that we will empower internal and external stakeholders to "embrace diversity and inclusion" through global awareness "EVERYDAY." If we do not incorporate global awareness into our core values--into the behaviors that structure our everyday decision making--it is difficult to understand how it will emerge as a central part of what the university will be in 2-5 years. The time to commit to global awareness is now by stating that it is a part of our core values, since, in reality, it already is.

PFW is the local portal to the world. The on campus international experiences we provide for students and the community (e.g. lectures, panel discussions, music and other visual and performance art) are important for our region. Our faculty and students contribute to the internationalization of our region. Our students have success studying abroad and working for companies and organizations that serve communities around the world. These global cultural and global language connections are important to the future of our region, and they are already a central part of what we do and do very well. We should acknowledge that we do it well and make it a core plank of the behaviors that make diversity and inclusion a core value.

One suggestion to achieve this is to modify the "Foster multicultural experiences" line in expected behaviors. For example, this line might say something like, "Foster global awareness through multicultural experiences in the classroom, on campus, in the community and abroad". Global awareness might be mentioned in other areas of core values. For example, under innovation, one might say "Value and support the pursuit of new ideas, interdisciplinary collaborations and global awareness."

The point I want to make with all of this is that if we are going to achieve our vision and be the university we want to be in 2-5 years, we should include a place in expected behaviors where that vision might begin to realize itself in the everyday activities of the university. My hope is that we (one day?) might be able to add to the mission statement something we already do: "We serve and engage our students and communities with purpose by cultivating discovery, innovation, and learning in an inclusive environment that connects our city and region to the world."

Thanks to the leadership team for the service you are providing to the university and for the opportunity to collaborate in this process.

Submission 6, January 29, 11:44 a.m.

Language education should be included under "fostering diversity through global and international awareness." How can we be truly diverse if our plan does not reflect what much of the rest of the world values, namely knowing more than one's own language?

Submission 7, January 29, 12:17 p.m.

Thank you so much for including "fostering diversity through global/international awareness" I really do believe that our students and the community will benefit from having a university that highlights this area. I really do believe that study abroad needs to be a key component to this. When our students get the chance to experience the world, they then bring back that "fostering diversity" mentality. Purdue University is currently 19th in the nation for study abroad, and as an extension of Purdue, this is something that we need to capitalize on. Languages can also be a huge benefit to fostering diversity as students gain empathy and understanding towards other cultures.

Thank you again, and keep doing a wonderful job!

Submission 8, January 29, 12:33 p.m.

Also to be considered, I believe strongly in the importance of fostering diversity through global and international awareness. Languages are the vehicle through which differing international cultures communicate.

Submission 9, January 29, 5:14 p.m.

I fully support the initiative of promoting the importance of internationalism at PFW. It is important to PFW students be a leader of global society now and in the future.

Submission 10, January 30, 12:14 p.m.

I think there is a missed opportunity in the current high-level strategy draft to more thoroughly engage what Michigan State U President Lou Anna K. Simon has [called](#) "connectivity to a 'world-grant' or global frame". I know the draft lists "global awareness" as an objective related to our core values. However, internationalization must be more thoroughly embedded within drafts of both our values and our mission. We cannot afford to have it simply inform what we do. We must recognize internationalization and global interconnectedness as an essential objective for maintaining the land-grant university mission and its relevance amid an increasingly competitive and codependent environment. Omitting it only caters to the worst small-mindedness of those who see either "local" or "global" in terms of what Simon called "a zero sum game." They are, in fact, deeply embedded in one another, and we sideline internationalization at the peril of our own relevance and existence.

Submission 11, January 30, 4:35 p.m.

The core value of "diversity and inclusion" is overall well articulated. However, there is no mentioning of global awareness to foster diversity. As a faculty of international background, I endeavor to not only cultivate my students' multicultural experiences but also enhance their global awareness. These two important aspects go hand in hand. I suggest that a wording about global awareness should added to the category of "diversity and inclusion."

Submission 12, January 31, 10:08 a.m.

I would like to reaffirm the call to expand, rather than contract, PFW's dedication to internationalism and world awareness. The campus lost some important gateways to understand the world and its people when it discontinued foreign languages such as German and French, and the

department of philosophy and religious studies. Going into the future, Purdue Fort Wayne should make every effort possible to strengthen the existing international language major, Spanish, and invest more heavily in both foreign and domestic exchange programs. As a historian I can say with certainty that America's future will be more closely tied to the rest of the world than our past has been. We need to prepare our students accordingly.

Submission 13, February 1, 3:38 p.m.

I very much appreciate the spirit that the High Level Strategy Draft embodies. It is certainly about moving forward: not only as a University, but also as an entirety of its students/faculty/staff and the region in which we live. I think it is an important factor to consider how well we, as PFW, are an integral part of all of these spheres.

That said, we would be remiss if we do not account for international education as a component of our core values. As global exchange - in the form of economies, politics, pop culture, migration... etc. - intensifies, we have to be ahead and anticipate the constantly-changing dynamics and life standards. While I understand that the conversations thus far have not yielded "international" as a concept deserving of high a focus, I think we should take into account the national trends in education as well as the multi-faceted transformations occurring due to the forces of globalization.

Developing opportunities for students to study abroad, opening up our campus to international research and scholarly partnerships, and building a robust and diverse international student body are vital in serving our students and community.

The HL Draft states the importance of diversity, inclusion, and engagement. In my opinion, such commitment should include a more nuanced definition to encompass the objectives and benefits of international education.